DOCUMENT RESUME

ED 436 978 FL 026 102

TITLE	Assessment, Articulation, and Accountability, 1999: A Foreign Language Project.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Languages.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	1999-00-00
NOTE	266p.
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Academic Standards; *Articulation (Education); Classroom Techniques; Elementary Secondary Education; *Evaluation Methods; *Inservice Teacher Education; Instructional Innovation; *Language Teachers; Portfolio Assessment; *Second Language Instruction; Second Language Learning; Staff Development; *Student Evaluation; Summer Programs; Teacher Effectiveness; Teacher Evaluation; Teaching Methods; Teaching Skills
IDENTIFIERS	*North Carolina

ABSTRACT

This document is the report of a 3-year project designed to improve and expand foreign language study for elementary and secondary school students through the development of a variety of assessment tools. It is organized into four main sections: an overview of the project; assessment; articulation; and what has been learned. Teams of North Carolina foreign language teachers worked to create instruments to better assess students' language skills and facilitate student articulation from elementary to middle school and from middle school to high school. More specifically, the objectives were to provide training in assessment to foreign language teachers through intensive summer training; to assist participants in developing and piloting assessment tools to be used at various levels of instruction; and to assist participants in aligning these assessments with national standards, the North Carolina state curriculum framework, and local curriculum. This document provides an overview of the project and sample assessments, a background for assessment in general and more specifically for alternative models of assessment, and a sample of a variety of assessment tools (supplemented by assessment tools from other sources when needed to illustrate particular points). Among the general conclusions were that teachers are more willing to use newer methods when they become more familiar and confident with them, and that for that to happen administrative support is crucial. (Contains 25 references.) (KFT)

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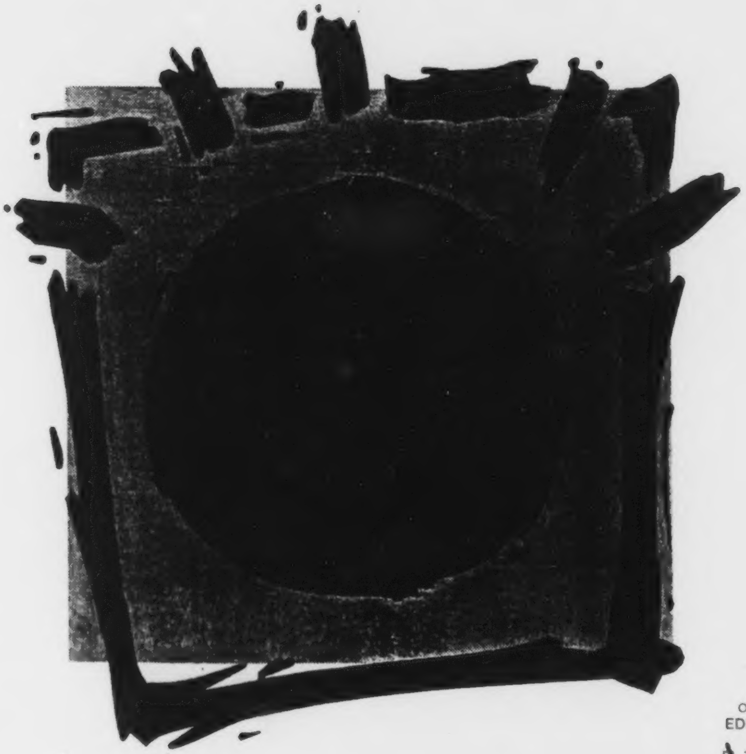
Assessment, Articulation, and Accountability

1999



A Foreign Language Project

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A Foreign Language Project

Funded by a Federal Grant from the Foreign Language Assistance Program.

North Carolina Department of Public Instruction,
Second Languages

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Preface

Assessment, Articulation, and Accountability (AAA) is a three-year project funded by a foreign language assistance grant. The purpose of the project is to look at assessment for a variety of purposes, especially:

1) To improve classroom practices.
2) To facilitate the transition from one level to another.

The final phase of the project involves the publication and dissemination of a document gathering the various assessments developed by teachers participating in the project.

The purpose of this document is threefold:

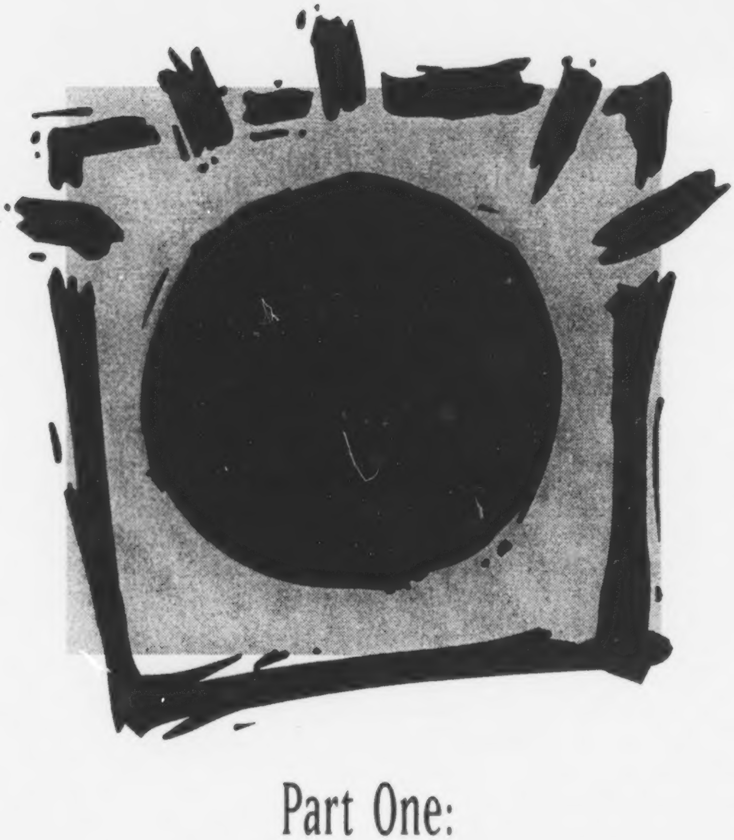
1) To provide an overview of the project and of the sample assessments.
2) To furnish a background for assessment in general and more specifically for alternative assessment.
3) To share a variety of assessment tools.

Sample assessments included in this publication have been developed in part by teachers participating in the project; however, where needed, additional examples selected from other sources have been included to illustrate special points. The samples have been developed for particular programs and for specific purposes and may be adapted by teachers who wish to use them.

Assessment, Articulation, and Accountability is organized around four main sections: Overview of the Project, Assessment, Articulation, What Have We Learned? We hope that this publication will help guide teachers as they look at assessing their students' language and at strengthening the K-12 second language program in their local system.

Assessment, Articulation, and Accountability

1999



Part One: Overview of Project

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Chapter 1 – Overview of Project

Overview

In 1996, The North Carolina Department of Public Instruction submitted a proposal for a federal grant to be funded by the Foreign Language Assistance Program. The proposed project entitled "Assessment, Articulation, and Accountability" was designed to improve and expand foreign language study for elementary and secondary school students through the development of a variety of assessment tools. Teams of local foreign language teachers were to create instruments to assess students' language skills and facilitate articulation from elementary to middle school and from middle to high school.

Project Objectives

The project objectives were as follows:

A. To provide training in assessment to foreign language teachers through an intensive summer institute.

B. To assist participants in developing and piloting assessment tools to be used at different levels of instruction.

C. To assist participants in aligning these assessments with national standards, the state curriculum framework, and local curriculum guides.

D. To publish and disseminate the model assessments throughout North Carolina.

Key Personnel

The following people directed the project.

- Fran Hoch, Section Chief, Second Languages, ESL, Computer and Information Skills
- Bernadette Morris, Second Language Consultant
- Martha Campbell, Computer and Information Skills Consultant
- Peggy Boyles, Foreign Language Coordinator, Putnam City Schools, Oklahoma

List of Activities and Timeline

1. January 15, 1997 - Invitations

   An application to participate was mailed to each one of the 117 North Carolina School systems. The application, which required the superintendent's signature, requested the participation of teams and gave priority to the following:

   - teams of teachers of the same language
   - teams of three teachers (one elementary, one middle school, and one high school teacher within a school system)
   - teachers from feeder schools

   Ten teams were selected. Every effort was made to ensure that they represented diverse school districts in regards to socio-economic status and geographical distribution.

2. April 1, 1997 - Notification of Participation

3. July 21-25, 1997 - Training Institute

   A one-week training Institute was held in Raleigh. On the first day participants were brought up-to-date on the national standards, state curriculum, and other trends affecting the project. Over the next three days, participants were divided in three rotating groups which received training in the following areas:

   Day A: Assessment and Rubrics (Peggy Boyles)

   This day was spent discussing and examining different kinds of assessments and their use. Teachers were introduced to rubrics and created their own.

   Day B: Alternative Assessment (Bernadette Morris)

   This day was devoted to alternative assessments. Emphasis was placed on performance-based assessment and portfolios. Checklists were introduced and teachers developed their own.

   Day C: Using Hyperstudio for Assessment Purposes (Fran Hoch and Martha Campbell)

   This day was focused on introducing teachers to Hyperstudio and on discussing its possible applications in the foreign language class. Teachers developed a project using Hyperstudio.

On the last day of the institute groups came back together and started planning with their teams.

4. Fall 1997 - Follow-up Visits to Individual Teams

5. December 4, 1997 - Teleconference
Teams were brought back together in eight different sites via the Information Highway for an update and a report on their team's progress.

6. Spring 1998 - Follow-up Visits to Individual Teams

7. July 30-31, 1998 - Follow-up Institute
This two-day follow-up institute was organized around team reports, identification of issues/concerns and their possible solutions, focus on articulation, and team planning. A compilation of assessments developed by the individual teams was distributed to the group.

8. Fall 1998 - Follow-up Visits to Individual Teams

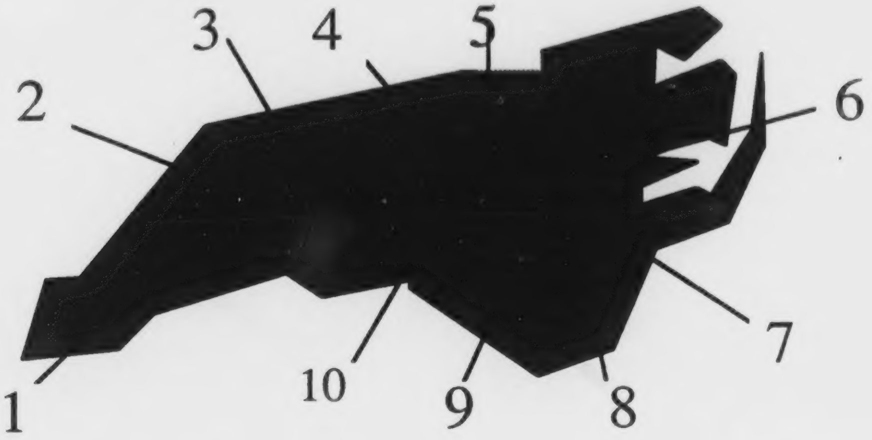
9. January 29, 1999 - Team Reports
Teams submitted their written reports along with the most recent assessment tools they developed.

10. May 1999 - StarNet Broadcast on Assessment
This national broadcast, composed of two panels of participating teachers, highlighted the variety of assessments developed by teachers, and illustrated the use of assessment through videotapes of students.

    A copy of the program was made available for loan to requesting school systems.

11. December 1999 - Distribution of Document

Figure 1 - Locations of Participating Teams



List of Participating School Systems and Teachers

1. Haywood County Schools
   - ☆ Laura Rogers, Spanish, Clyde Elementary School
   - ☆ Anne Thibodeau, Spanish and French, Canton Middle School
   - ☆ Lisa Goelz, Spanish, Tuscola High School (later replaced)
   - ☆ Project Coordinator: Tom Posey, Supervisor

2. Watauga County Schools
   - ☆ Michelle Johnson, Spanish, Bethel Elementary School
   - ☆ Carmen Scoggins, Spanish, Green Valley Elementary School
   - ☆ Nancy Delargy, Spanish, Watauga High School (later assigned as an ESL teacher)
   - ☆ Project Coordinator: Carmen Scoggins, Teacher

3. Winston-Salem/Forsyth Schools
   - ☆ Laura Hemphill, French, Vienna Elementary School (joined the second year)
   - ☆ Linda Simms, Spanish and French, Northwest Middle School
   - ☆ Jeanette Caviness, French, Mount Tabor High School (joined the second year)
   - ☆ Project Coordinator: Claudette Jarrett, Supervisor

4. Durham Public Schools
    - ☆ Luz Mercedes Almodovar, Spanish, Burton Geo-World Magnet School
    - ☆ Andy McIntyre, Spanish, Shepard IB Magnet School
    - ☆ Lawanda Lawson, Spanish, Riverside High School
    - ☆ Project Coordinator: Lawanda Lawson, Teacher

5. Wake County Schools
    - ☆ Naomi Joyce Lewis, Spanish, Swift Creek Elementary School (replaced by Sara Polanco, Jeffreys Grove and Brooks Elementary Schools)
    - ☆ Elena Schoneck, Spanish, West Cary Middle School
    - ☆ Patria Cotton, Spanish, Apex High School
    - ☆ Project Coordinator: David Gammon, Supervisor

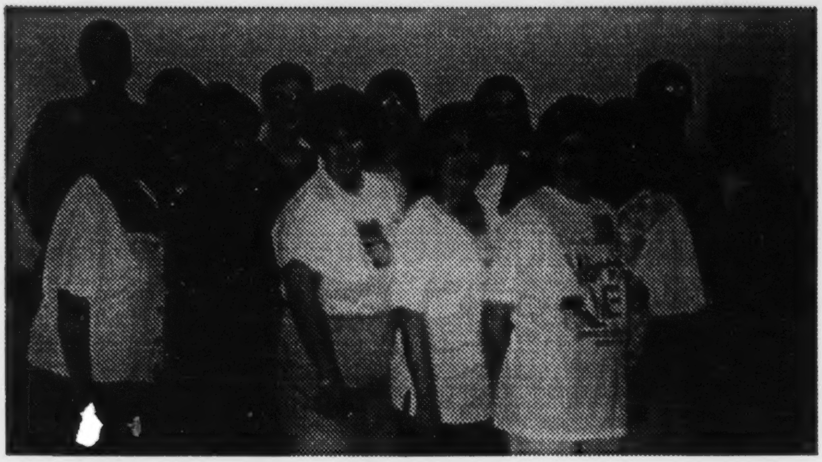
6. Pitt County Schools
    - ☆ Larry Bellis, Spanish, Eppes Middle School
    - ☆ Kathleen Brewington, Spanish, Aycock Middle School (left for an administrative post and was not replaced)
    - ☆ Ann Borisoff-Rodgers, Spanish, Conley High School (left for an administrative post).
    - ☆ Project Coordinator: Emmy Casey, Supervisor

7. Onslow County Schools
    - ☆ Carmen Blakewood, Spanish, Jacksonville Commons Middle School
    - ☆ Linda Bynum, Spanish, Jacksonville High School
    - ☆ Project Coordinator: Earl Taylor, Supervisor

8. New Hanover Schools
    - ☆ Julie Bordo, Spanish, Forest Hill Elementary School
    - ☆ April Hill, Spanish, Williston Middle School
    - ☆ Susan Jackson, Spanish, Hoggard High School
    - ☆ Project Coordinator: Olga Wheatley, Supervisor

9. Wayne County Schools
    - ☆ Denise Wall, Spanish, Northeast Elementary School (moved, not replaced)
    - ☆ Wanda Nieves, Spanish, Eastern Wayne Middle School
    - ☆ Charles Nichols, Spanish, Eastern Wayne High School
    - ☆ Project Coordinator: Hope Meyerhoeffer, Supervisor

10. Richmond County Schools
    - ☆ Mari Westforth, Spanish, Ellerbe Junior High School
    - ☆ Ronda Hatcher, Spanish, Richmond High School
    - ☆ Project Coordinator: Ronda Hatcher, Teacher



Summary Report of Questionnaire

Throughout the project, participants reported on their activities. Their combined responses are listed below.

1. Briefly outline what you have done so far.

- Several teams (Watauga, Haywood, Pitt, New Hanover) had met with all the foreign language teachers in their school system to share information on articulation.

- The Wake County team met quarterly and planned the staff development for the upcoming year. They expanded the original group to include a French team. Later in the year they added four elementary, four middle school, and four high school teachers to the original group.

Elementary foreign language teachers have met five times this past year to develop checklists and rubrics. CEU credit was granted by their supervisor. Middle and high school teachers have also conducted meetings with their peers and have continued using alternative assessments in their classrooms.

- Several counties (Watauga, Haywood, New Hanover, Pitt, Richmond, Onslow) began the implementation of alternative assessments (portfolios, rubrics, and checklists).

2. Explain how what you have developed will and/or could be used by the teacher at the next level.

- Curriculum will give continuity to the program overall and will be used by all teachers.
- Assessments will be shared with teachers to avoid repetition of same lessons/units and to help them see who and what has been taught in previous grades.
- Assessments will be used for the placement of students at the high school level.
- Rubrics will be shared with other teachers to develop some uniformity in rating the student's work.
- Portfolios will be used to chart the students' progress and will be passed along to the next teacher.
- Assessment will be used with new teachers as part of staff development activities.

3. What were the challenges and/or successes you have encountered while engaged in this project? How did you overcome the challenges?

Challenges

- No challenges.
- Difficulty of organizing and integrating the new methods with the old.
- Other foreign language teachers' lack of cooperation and resistance to new ideas.

- Difficulty to get teachers to reach consensus and compromise.
- Management of portfolios and checklists.
- Time to meet and plan.
- Time to include assessment in 20 minute-class. The New Hanover team resolved that challenge by developing assessments to be given in a 7 to 10 minute-block.

  Wayne County reported that many of their efforts were dampened by the focus on the ABCs and the requirements of teachers to remediate during class time.

Successes

- Teachers were excited to see how assessment can help them. It helped teachers become more organized.
- Teachers valued the opportunity to discuss, validate, and reevaluate what they teach.
- Use of rubrics and checklists proved very valuable especially with the assessment of oral skills.
- Students gained a lot of autonomy by creating and/or using their own portfolios, rubrics, and checklists.
- It helped teachers establish some norms for classroom expectations.

The middle school Wayne County teacher and the Pitt County high school teacher reported that the quality of their students' work had improved.

Assessment, Articulation, and Accountability

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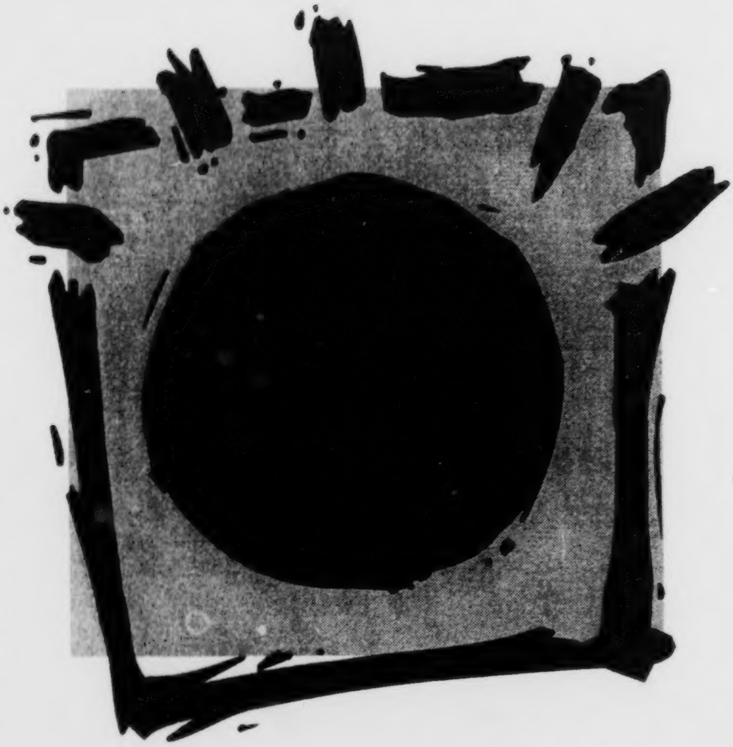

Part Two: Assessment

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Chapter 2 –Introduction to Assessment

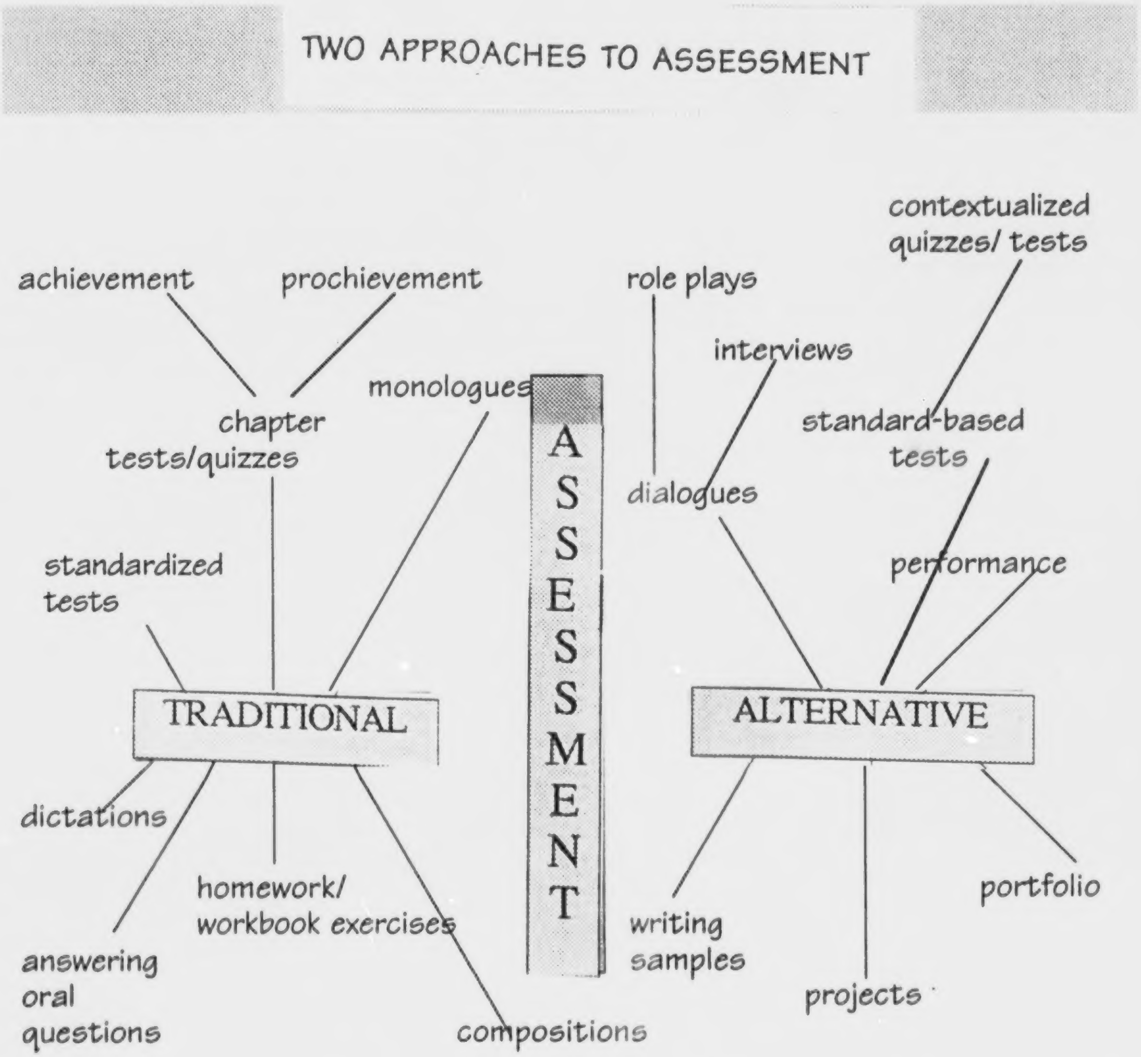
What is Assessment?

The word "Assessment" has been interpreted to mean many different things. Traditionally it has been used to refer to tests and quizzes. However, assessment goes beyond tests and quizzes. Assessment, in the modern sense of the term, is not just about testing but more about teaching and learning.

The new assessment models (whether they are called alternative, authentic, or performance-based) provide multiple measures and various opportunities for students to create and demonstrate what they can do with the second language. They focus on the students' performance rather than on their ability to manipulate the language in discrete items taken out of context. Assessment is ongoing and is conducted in many different forms. It gives us the picture album of the students' ability rather than the isolated snap shot provided by the test.

Traditional testing, on the other hand, is a one-time measure which relies on students achievement in a given day. It is usually dependent upon a single correct response per question with no regards for demonstration of knowledge and thought process. Nevertheless, traditional testing still holds a place in assessment; however, it needs to be balanced with ongoing assessments which measure students performance and progress over a period of time.

Figure 2 - Two Approaches to Assessment



Source: Charlotte Gifford and Jeanne Mullaney. "What Gets Measured Gets Done." 1998.

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Figure 3 - Traditional vs. Authentic Assessments

Traditional Assessments vs. Authentic Assessments	
1. test what is taught	1. evaluate what learners can DO with the language
2. test over limited material	2. challenge learners to use language creatively and to express their own meanings with learned materials
3. emphasize grammatical accuracy	3. assess the accuracy with which a student carries out a function within a given context
4. test "learned language"	4. assess "acquired language"
5. test mastery of language	5. evaluate natural use of language for the expression of personal meaning
6. encourage micro language learning	6. encourage macro language learning
7. are achievement-based	7. are competency-based
8. look for "right or wrong" answers	8. look for "sophisticated vs. naive" responses
9. assess for "coverage"	9. assess for "uncoverage"
10. audit performance	10. improve performance
11. must be unknown in advance to insure validity.	11. should be known as much as possible in advance. Not a "gotcha" experience.

Source: Peggy Boyles "Helping Teachers Know How, When, Why and What to Assess in the Classroom." 1998.

Formative and Summative Assessments

There are two basic types of assessments.

1. Formative or ongoing assessments
2. Summative assessments

Formative or ongoing assessments entail daily or frequent observations and studies of students' performance. They are usually brief and not very formal and do not require the use of a grade. Ongoing assessments provide the necessary information and feedback to adjust and redirect classroom instruction to ensure that students can meet outcomes.

Summative assessments "are periodic analyses of student performance designed to measure student progress in specific areas. They are usually formal, and they provide summative information to help evaluate mastery of material that has been taught through the curriculum" (Guide to Classroom Assessment, p. 4). Summative assessments usually occur at the end of a unit, chapter, or course. They are often used to report to parents and to measure students' achievement.

What Are the Purposes for Assessment?

The purposes of assessment determine how assessment is conducted, what information is collected, and how this information is interpreted. Following is a list of the purposes for assessment.

- Diagnose the instructional needs of students. Assessment provides teachers with the necessary information to make instructional decisions. When diagnosing the needs of individual students and/or groups of students, it is important to resort to a variety of assessments to ensure that the needs of *all* students are met.

- Place students in programs to meet their needs. This is especially crucial when students have had different experiences with language learning. Some students may have received language instruction daily for 25 minutes, while other may have met twice a week for 20 minutes per class. At the middle level, students have been involved in exploratory courses, beginning courses and/or sequential courses. As these students converge in a new school or class, their previous knowledge needs to be taken into consideration so that proper placement can occur. The need to place students is most obvious in the transition years from elementary to middle and from middle to high schools.

- Involve students in their own learning. Students develop a sense of responsibility and ownership when they are part of the assessment process. They can become involved in the development of rubrics and checklists and can select individual items to be included in a portfolio.

- Report progress to parents. Parents want to know how their children are doing in school and how they can be involved in their children's education.

- Meet accountability demands. The accountability demands are usually part of a state-mandated testing program, a district requirement, or a school's desire to document students' ability to meet program goals. Assessing for accountability purposes provides information for reporting progress and achievement to administrators. Even when no state testing exists in a particular discipline, the need for accountability is still present and must be addressed.

- Conduct program evaluation. This evaluation can take place at the school, district, state, or national level. At the present time there are no end-of-course nor end-of-grade tests in second languages for North Carolina students. However, there are several national tests (Advanced Placement, International Baccalaureate, National Assessment of Educational Progress test planned for 2003) which can help teachers assess the strengths and weaknesses of their programs against national trends.

  On a local level, program evaluation needs to be ongoing to justify practices such as block scheduling (and its effect on the development of language) and exploratory programs (and their impact on enrollment).

- Modify instruction to meet the needs of students. Classroom Assessment: Linking Instruction and Assessment lists two kinds of information needed when assessing for instructional purposes:

  1) decisions about teaching strategies and how well students are reaching the specific learning targets set by the teacher or

  2) specific individual diagnostic information for individual students (p. 7).

Who Are the Audiences for Assessment?

Identifying the audience and the purposes for assessment constitutes the first step for selecting and administering assessments. Different purposes necessitate different kinds of assessment and different audiences.

The following charts, devised by Dr. Richard J. Stiggins, illustrate the different audiences and the kind of information they need for assessment.

Figure 4 - Users and Uses of Assessment Results

Users	Key Question(s) to Be Answered	Information Needed
Classroom Level		
Student	• Am I meeting the teacher's standards? • What help do I need to succeed? • Are the results worth my investment of energy?	Continuous information about individual student attainment of specific instructional requirements
Teacher	• Which students need what help? • Who among my students should work together? • What grade should appear on the report card?	Continuous information about individual student achievement
	• Did my teaching strategies work? • How do I become a better teacher?	Continuous assessment of group performance
Parent	• Is my child succeeding in school? • What does my child need to succeed? • Is my child's teacher(s) doing a good job? • Is this district doing a good job?	Continuous feedback on the student's mastery of required material
Instructional Support Level		
Principal/Assistant Principal	• Is instruction in particular areas producing results? • Is this teacher effective? • What kind of professional development will help? • How shall we spend building resources to be effective?	Periodic assessment of group achievement
Lead Teacher (dept. chair, mentor teacher)	• What does this teacher need to do the job?	Periodic assessment of group achievement
Counselor/ Psychologist	• Who needs (can have access to) special support services such as remedial programs? • What students should be assigned to which teachers to optimize results?	Periodic assessment of individual achievement
Curriculum Director	• Is our program of instruction effective?	Periodic assessment of group achievement

Figure 5 - Users and Uses of Assessment Results (continued)

Users	Key Question(s) to Be Answered	Information Needed
Policy Level		
Superintendent	• Are programs producing student learning? • Is the building principal producing results? • Which programs need/deserve more resources?	Periodic assessment of group mastery of district curriculum
School Board	• Are students in the district learning: • Is the superintendent producing results?	Periodic assessment of group achievement
State Dept. of Education	• Are programs across the state producing results?	Periodic assessment of group mastery of state curriculum
Citizen/Legislator (state or national)	• Are students in school achieving in ways that will allow them to be effective citizens?	Periodic assessment of group mastery of valued targets

Source: Dr. Richard Stiggins. Leadership for Excellence in Assessment, p. 11-12.

Multiple Assessments

Teachers remain concerned about assessing their students' knowledge and proficiency. They realize that some assessments may be easy to administer but may not provide them with the information they need. Other assessments are challenging and more difficult to design and administer but may yield extremely valuable information. Such is the case for a multiple choice test which can be administered very easily and can assess effectively listening and reading skills but which may not the best tool for assessing oral language. An open-ended question to be answered orally may be a more appropriate strategy and at the same time may be more time consuming and challenging to administer and rate.

In the foreign language class, an objective can often be assessed in a variety of ways. For example, reading comprehension can be assessed through open-ended questions, factual questions, multiple choice, true and false, use of checklist, retelling, etc. Because some assessments may be better suited for specific tasks, it is important not to rely solely on one approach to assess a student's knowledge and skills but instead to select the assessment which is the best suited for a specific task.

For this reason, teachers will want to look at what is to be assessed from a variety of perspectives to ensure that all aspects of that knowledge are assessed. In doing so, they will take in consideration the students' different learning styles and validate the students own ways of thinking.

Assessment Strategies

The following section on Assessment Strategies is excerpted from Classroom Assessment: Linking Instruction and Assessment (1999), p. 44.

> There are five basic categories of assessment strategies that teachers frequently use. Within the categories, there are several different methods. Each assessment strategies has advantages and disadvantages. Some are more appropriate for different learning targets than others, but each method offers some kind of evidence of student learning. The main categories are:
>
> - Selected response (forced choice),
> - Constructed response (student written responses),
> - Performances,
> - Conversations, and
> - Observations.

Selected response assessments include multiple choice, matching and true-false questions.

Student constructed responses include the students' written responses to short-answer and open-ended questions, essays and research papers, reports from investigations and book reviews, and journals and learning logs. This kind of assessment focuses more on the application of knowledge rather than on the verification of the information they have memorized and learned.

Another category of assessment includes original performances, products and projects, and responses to complex, "real world" performance tasks.

Finally, conversations, interviews, informal discussions, oral questions posed to the class as a whole or to individuals, and student conferences complete the list of possible assessments.

Steps in Planning for Assessment

1 PLAN
Determine what to assess, how to assess, and when to assess. Choose purpose and audience.

⇩

2 COLLECT
Gather information through formal, informal, traditional, and authentic assessments.

⇩

3 ORGANIZE
Organize the information collected through the various assessments to facilitate reporting.

⇩

4 EVALUATE
Evaluate the students' progress toward reaching the stated goals.

⇩

5 REPORT
Report the information gathered to the targeted audiences (students, parents, administrators, etc.).

Adapted from Guide to Classroom Assessment, p. 21.

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Issues to Consider When Planning Assessment

1. What to assess.

This is most often determined by the goals and objectives outlined in the curriculum and required by the school, district, or state. At this time, the purpose and the audience for assessment have to be determined since they influence the selection of assessment tools.

If teachers want to assess the students' ability to communicate orally, they need to narrow that overarching goal to a more focused one which breaks down that goal into observable and realistic components. For example, teachers may choose to assess the students' ability to exchange information about their daily activities.

2. How to assess

This is determined best by choosing the most effective tools available for the identified goals. There may be times when a multiple choice test is more effective in assessing listening comprehension than a written test and other times when a performance task yields more information about the students' ability to use the language than a fill-in-the-blanks activity.

3. When to assess

The decision to use ongoing assessment or to use a summative assessment at the conclusion of a unit will be influenced by the kind of information which is needed. If a teacher wants to find out if students understand a new concept and can apply it, he/she might use ongoing assessment and redirect his/her teaching as needs be. If, on the contrary, he/she is more interested in finding out what students remember at the conclusion of a chapter, he/she might use summative assessment.

4. How to organize information

To prevent them from being overwhelmed, teachers will want to think about managing and organizing the collected information. To keep track of all the information gathered, teachers may consider portfolio folders, notebooks, computer files, or any other system which fits the teachers' and students' needs. Reporting the information to the targeted audiences will be facilitated when the information is easily accessible and organized.

5. How to report information

Careful consideration has to be given to the reporting of information. Different audiences need different kinds of information. Information reported to administrators is generally more global and addresses the achievement of broad goals. Reporting to students and parents is usually more detailed and may include some suggestions for improvement.

Chapter 3 – Alternative Assessments

Evaluating with Alternative Assessments

In the ERIC Digest article "Alternative Assessment and Second Language Study: What and Why?" Charles R. Hancock states "In the 1990's, we have come to realize that new, alternative ways of thinking about learning and assessing learning are needed." Research lead by Gardner, Fodor, Sternberg, Perkins and Gruber has"...shown that creative individuals do not have unique mental modules, but they use what they have in more efficient and flexible ways."

Definitions of Terms

Several terms are used in the discussion of assessments other than traditional assessments. Alternative assessment, authentic assessment, and performance-based assessment are sometimes used "to mean variants of performance assessments that require students to generate rather than choose a response" (Herman, Aschabacher, and Winters, 1992, p. 2).

Alternative Assessment

Alternative assessment is a blanket term that covers any number of alternatives to standardized tests. While the traditional paper and pencil tests may be effective to assess some of the skills (such as listening), they are not sufficient to assess the productive skills of speaking and writing. The nature of proficiency-oriented language learning calls for a variety of assessment options reflecting the numerous instructional strategies used in the classroom. Authentic assessment, performance-based assessment, and portfolio fall under this category.

Authentic Assessment

Authentic assessment is an alternative assessment, it integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including "real world" situations. (McREL Institute, 1993). For an assessment to be authentic, the context, purpose, audience and constraints of the test should connect in some way to real world situations and problems. Tests can be authentic.

Performance-Based Assessment
Performance-based assessment is an alternative assessment, it "requires students to construct a response, create a product, or demonstrate application of knowledge" in authentic context (Authentic Assessment for English Language Learners, p. 239). Performance-based assessment requires the development of new assessment tools and scoring rubrics.

Regardless of the terms, these assessments share several commonalties.

1. They are alternative to the traditional testing.
2. They involve some kind of performance or tasks relating to real-life situations.
3. They are process-oriented.

Rationale for Alternative Assessments

Following are some reasons for incorporating alternative assessment in the foreign language classroom.

- To capture complex outcomes. Alternative assessment goes beyond the assessment of knowledge and facts to the more complex goals of assessing and developing life-long skills of creative thinking, problem solving, summarizing, synthesizing, and reflecting. With authentic assessment, products and processes are equally valued.

- To address realistic tasks. With authentic and performance-based assessments, students are involved in tasks, performances, demonstrations, and interviews reflecting everyday situations within realistic and meaningful contexts.

- To include good instructional tools. Assessment and instruction interact on a continuous basis. Assessment can be used to adapt instruction and to provide feedback for monitoring students' learning. Alternative assessment focuses on the students' strengths, therefore enabling the teacher to get a more accurate view of students' achievement, of what they can do, and of what they are trying to do.

- To communicate what we value. Assessment and instruction need to be aligned. If we value oral proficiency but only assess through written tests, students infer that only the written language matters.

- To meet the students' different learning styles. Alternative assessment offers a broad spectrum of assessment possibilities to address the different learning styles. Some students might choose to demonstrate understanding by writing about something while others might prefer to perform, to display visually, or to create a timeline.

- To collaborate and interact with students.

> Even though schools usually focus on students working alone, the real world allows and encourages people to talk, ask questions, get help and receive feedback. Denying students the right to cooperate and collaborate diminishes the authenticity of the achievement.
>
> How to Assess Authentic Learning, p. xvi.

Kinds of Alternative Assessments

Following is a list of possible alternative assessments.

- Performance-based assessments (projects, exhibitions, role playing, experiments and demonstrations)
- Open-ended questions
- Writing samples
- Interviews
- Journals and learning logs
- Story of text retelling
- Cloze tests
- Portfolios
- Self and peer assessments
- Teacher observations
- Checklists

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Figure 6 – Options for Recording Student Performance

	Definitions	Strengths	Weaknesses
Rubrics	Descriptions of students performance expectations linked to a scale for evaluating the work	Holistic: can provide one rating for a project and validate it with the listed criteria Analytical: can provide feedback on different components	Difficulty to develop a quality rubric
Checklists	List of objectives or behaviors to be observed	Quick to administer	No information on the quality of the performance
Anecdotal Records	Written notes on observation of student performance	Useful insights into the students' learning	Time consuming to enter notes, read and interpret notes. Subjective
Informal (mental) Observations	Mental notes on observation of student performance	Easily conducted	Easily forgotten over time. Difficult to defend to students, parents, and administrators

Adapted from Student-Centered Classroom Assessment, p. 209.

Authentic/Performance-Based Assessments and Criteria

While objective tests are easy to grade, authentic and performance-based assessments require a more subjective judgment on the part of the teachers. Thus, criteria and rubrics need to be developed prior to the students' assignments (see section on rubrics). These criteria define the standards for acceptable performance and can be used for self-assessment, peer evaluation, or teacher evaluation. Wiggins (1994) feels that making the criteria clear and de-mystifying them helps foster self-assessment.

Using Evaluation to Influence Instruction

Activities and assessment are closely linked and at times cannot be separated. Assessment can become part of the learning activity which can be modified to monitor student progress.

> By making assessment part of the learning activity in the classroom, less time is "lost" to examinations, and students are being assessed within the meaningful context of an activity or project.
>
> Practical Assessment in K-8 Language Classes, p. V.

Principles of Assessment

The following principles, adapted from the "Principles of Assessment" developed during a symposium at the Center for Applied Linguistics, are based on the assumption that the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts. While these principles were developed for early foreign language learning, they apply to language instruction K-12.

1. The purposes for assessment should be clear. The purposes determine the frequency and types of assessment to be done.

2. Assessment should be tied to curricular practices that are informed by second language theory and research and should support the goals and objectives of the instructional program as determined by the school, the district, and the state.

3. Assessment should be developmentally appropriate.

4. Assessment should reflect student progress along a continuum from simple to progressively more complex tasks. The designed tasks should be curriculum-embedded and part of the teaching/learning process.

5. Assessment should be both formative (to continually assess the degree to which short-term objectives have been met so that "fine tuning" can occur with instruction and learning) and summative (to assess the degree to which final objectives have been met).

6. Assessment should allow students to demonstrate their ability to function in a variety of cognitively engaging tasks. When assessment is performance-oriented, the students' work will result in a product, written or oral performance, or problem solving.

7. Assessment employs a broad range of data-gathering methods over time and should be based on multiple sources of evidence. Multiple sources of evidence allow for assessing a student's progress in many areas and also take into account the different learning styles.

8. Assessment should be conducted regularly and frequently.

9. Assessment is authentic in that it reflects what students do in the classrooms on a regular basis. The relationship between instruction and assessment is constant. Teachers should assess the effectiveness of what they teach and use the results to improve instruction.

10. Assessment activities should be contextualized and include practical contexts and culturally appropriate situations.

11. Assessment should encourage students to reflect on their own progress. For this reason, it is essential to design assessments which are learner-centered and to share assessment expectations with students.

12. Assessment results should be reported in a variety of ways depending on the target audience.

13. Educators should use assessment efficiently so that demands on instructional time are reasonable.

14. A wide range of factors should be taken into account when assessing students' language, including their maturation level, learning styles, learning disabilities, physical disabilities, and other characteristics affecting their performance.

Chapter 4 – Tools to Use in Assessment

I. Role of Rubrics in Alternative Assessment

What Is a Rubric?

"Rubrics are tools which list criteria for the desired outcomes. They are descriptions of performance expectations linked to a scale for evaluating the work" (Classroom Assessment: Linking Instruction and Assessment, p. 5). They provide a measure of quality on the basis of criteria and in doing so they remove the mystery of grading. The use of rubrics is central to alternative assessment and to performance assessment since it focuses on what the student knows and is able to do with the language within a real life context.

Rubrics are not assessments in themselves, they are tools in the same way as checklists or portfolios.

What Are the Purposes for Rubrics?

Some of the reasons for incorporating the use of rubrics for assessment purposes follow.

- To clarify the performance expectations for students, teachers, districts, and parents.
- To serve as reference for self, peer, and teacher assessment.
- To promote and enhance self-assessment skills.
- To focus instruction with curriculum and assessment.

1993 The High School Success Network.

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Which Activities Are Suited for Rubrics?

Many teachers are already familiar with writing samples, projects, exhibitions, interviews, story-telling, demonstrations, portfolio. These activities are ideally suited for the use of rubrics. The activities may remain the same, but the criteria used and shared with the students from the onset will greatly influence their quality.

Who Devises the Rubric?

Rubrics can be devised by teachers, teachers and students working together, or students alone. They are especially effective when students are allowed to take part in their development and/or when students are responsible for creating their own rubrics.

When assigning projects to students in groups of four, a Richmond County teacher asked each specific group to develop its own rubric for its project. The following chart was given to them to complete.

Students in the group decided on the criteria, they developed each criteria by defining the different performance levels and finally they agreed on the weighing of the criteria. When this was accomplished, they used the rubric to guide and monitor their progress as they worked on the project. Upon completion of the project, each group shared its own rubric with the rest of the class and presented the project to the rest of the class who rated the project according to the criteria listed on the group's rubric. Of course, this kind of activity only takes place after students have gained some familiarity with rubrics and have observed and participated in the rubric development process.

Figure 7 - Sample Format for Rubrics

CRITERIA	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	D	C	B	A

Group members:

____________________ ____________________
____________________ ____________________
____________________ ____________________

Score: ____________________

Developed by Ronda Hatcher, Richmond HS, Richmond County.

Students who are involved in the development of rubrics develop a sense of responsibility and ownership over their work.

A middle grade student in a Haywood County middle school French class stated that the rubrics allowed him to see what the teacher valued from the start of the project. He did not have to guess what was important. Another student added that rubrics outline different components so a student can be weaker in one component than in the other ones and still do fine. A third student reinterated that he liked the use of rubrics because it gave him individual feedback on the components which needed improvement.

When Are the Rubrics Shared?

It is most useful to students if rubrics are shared with them at the onset of the assignment to ensure that they understand the expectations associated with a specific task. This allows students to monitor their own work in meeting the stated criteria. The use of rubrics places the responsibility on them.

What Are the Different Kinds of Rubrics?

Rubrics can be generic and address a special skill during the school year (e.g., a rubric for speaking or a rubric for productive skills), or they can be tailored to address specific assignments (a rubric for class participation or a rubric for a specific project).

There are three kinds of rubrics:

1. Holistic rubrics,
2. Analytic rubrics, and
3. Primary trait rubrics.

1. ***Holistic Scoring:***

   Holistic scoring is based on the assumption that the whole is better than the sum of its parts. Holistic scoring involves a general reading or listening for the purpose of attaining a global impression of an entire piece. This type of scoring uses a variety of criteria to produce a single score. One of the pitfalls to avoid is grading a whole passage according to one of its aspects only (e.g., spelling or grammar). Holistic scoring is quick and easy to use but provides little feedback to help students improve their performance. Following are several sample rubrics using holistic scoring.

Figure 8 - General Writing Rubric

GENERAL WRITING RUBRIC

1. Is generally incomprehensible. Gives incomplete, mostly inaccurate or irrelevant responses. Has very little grammatical control with serious errors in all structures. Employs very little vocabulary with formulaic language used inappropriately. Is mostly incoherent with no evidence of organization.

2. Is somewhat comprehensible. Gives a somewhat accurate/relevant response to some parts. Has limited grammatical control with many errors in basic, high frequency structures. Employs limited vocabulary. Is partly coherent or often coherent with little evidence of organization.

3. Is comprehensible. Gives a mostly accurate/relevant response to most parts. Has moderate grammatical control with few errors in basic, high frequency structures. Employs a vocabulary adequate for most topics with word choices and usage at times idiomatic. Is generally coherent and organized.

Source unknown

Figure 9 - *Generic Rubric for Productive Skills*

3 • Exceeds Expectations
- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate, showing no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility

2 • Meets Expectations
- Message generally comprehensible
- Vocabulary is appropriate, with some groping
- Accuracy appropriate to stage, although some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

1 • Does Not Meet Expectations
- Message communicated with difficulty and is unclear
- Vocabulary often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitious
- Self-correction is rare and usually unsuccessful

0 • Unratable Sample
- No consistent use of target language
- Off task

Source: Rubric for holistic scoring. Reprinted with permission from Articulation & Achievement Copyright @ 1996 by College Entrance Examination Board. All rights reserved.

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Figure 10 - Sample Rubric for Oral Performance

(0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.
(1) Communicates very little relevant information. Statements are barely coherent. Shows no evidence of organization and employs minimal vocabulary to address the task. Very few statements are structurally correct. There are many unnatural pauses, with halting and fragmentary delivery throughout. Message is barely understood.
(2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. The delivery is halting and fragmentary with some unnatural pauses. Some parts of the message can be understood.
(3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some evidence or organization and is generally structurally correct. Employs adequate vocabulary to address the task. There are very few unnatural pauses and most of the message can be understood.
(4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. There are no unnatural pauses. Speech is almost effortless and the entire message can be understood.

Figure 11 - Short Story Rubric

Short Story Rubric

4

Elements of the short story, including setting, characters, plot and theme are present and well developed.

Use of sentence structure and punctuation is correct and consistent throughout.

Focus on assigned topic is clear and well developed.

3

Elements of the short story, including setting, characters, plot and theme are present but one or two are not well developed.

May have minor errors in sentence structure and punctuation.

Focus on assigned topic is clear but development is incomplete.

2

Elements of the short story, including setting, characters, plot and theme are present but more than two are not well developed.

There is a pattern of error in sentence structure and punctuation.

Focus on assigned topic is clear but underdeveloped.

1

Elements of the short story, including setting, characters, plot, and theme are present but not well developed.

Sentence structure and punctuation are unacceptable.

Focus on assigned topic is unclear and underdeveloped.

Source: Putting it Together: Planning for Social Studies. NC Department of Public Instruction.

2. Analytic Scoring:

This type of scoring separates the different components and scores them individually. For example, for a writing task, some of the components could include content, organization, mechanics, structures, richness of vocabulary, relevance to the task, etc., and each component can be awarded a different weight.

Analytic rubrics provide teachers with a larger sense of objectivity because it forces them to consider all the specified criteria listed on the rubric. However, analytic rubrics require more time to use and may lead the scorer to lose track of the big picture. Analytic rubrics are also useful for students who need more precise suggestions for improving their language. Because the categories are rated separately, students have a better understanding of their individual strengths and weaknesses.

Following are two sample analytic rubrics. The first one is a writing rubric developed by the Duplin county teachers to assess eighth graders studying Spanish and to assess native Spanish speakers who are enrolled in the same classes. The second one is a rubric used with college students.

Figure 12 - Sample Eighth Grade Assessment Rubric. Duplin County (1996).

WRITING RUBRIC

Attention to the task
0 no relevant information communicated by student
1 very little relevant information communicated by student
2 some relevant information communicated by student
3 most relevant information communicated by student
4 all relevant information communicated by student

Grammar (Accuracy)
0 no statements were structurally correct
1 very few statements were structurally correct
2 some statements were structurally correct
3 most statements were structurally correct
4 all statements were structurally correct

Vocabulary
0 no words in Spanish
1 employed minimal vocabulary
2 employed limited vocabulary
3 employed adequate vocabulary
4 employed a variety of vocabulary

Cohesiveness of discourse
0 incoherent, no evidence of organization
1 barely coherent, no evidence of organization
2 partially coherent, some evidence of organization
3 generally coherent, some evidence of organization
4 always coherent and organized

Comprehensibility of Communication
0 could not understand anything student wrote
1 could barely understand what student wrote
2 could understand some sentences
3 could understand most of what student wrote
4 could understand everything student wrote

Total writing score (Add each circled number and divide by five):

Figure 13 - Evaluation Criteria for Beginning Language Courses at the College Level

1. Comprehensibility	
Most is incomprehensible	1 2 3
Generally comprehensible but needs interpretation	4 5 6
Completely comprehensible	7 8 9
2. Cohesiveness	
Composition is a series of separate sentences with no transitions	1 2
Composition is choppy or disjointed	3 4
Composition flows smoothly and has some style	5 6 7
3. Information Conveyed	
Minimal information given	1 2
Info adequate for topic	3 4
Very complete info given	5 6 7
4. Vocabulary	
Inadequate/repetitious/inaccurate	1 2
Adequate, but contains many errors	3 4
Quite broad in range, precise and expressive	5 6 7
Total:	

Source: Evaluation of Foreign Language Learners' Writing Ability by David Paulson, Concordia College.

3. Primary Trait Scoring:

In primary trait scoring, a focus is placed on an identified feature. For example, students may be asked to demonstrate the ability to use a variety of words to describe, they may be asked to show mastery of subject-verb agreement, or they may be rated on their ability to organize their thoughts. With this kind of scoring, only the identified features are assessed. The other errors are ignored. The main advantage of primary trait scoring is that it focuses the students on one particular aspect of the oral or written task. However, this advantage can also be a disadvantage in that it ignores the other elements of speaking and writing that are important to the speaking and composing processes.

Figure 14 - Primary Trait Rubric

Primary Trait: Persuading an audience

0 - Fails to persuade the audience
1 - Attempts to persuade but does not provide sufficient support.
2 - Presents a somewhat persuasive argument but without consistent development and support.
3 - Develops a persuasive argument that is well-developed and supported.

Source: Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers, 1998.

Creating a Rubric

The following steps provide guidelines in developing rubrics.

✓ Determine the criteria which are valued for the particular assignment.

✓ Determine how many levels of performance you wish to define and number them.

✓ Define each criteria according to the different levels of performance.

- Determine the criteria which are valued for the particular assignment.
  At this stage, students can help determine essential criteria. Students who understand the expectations in advance can use the criteria for self-assessment. The criteria are usually the main characteristics which are valued for the specific assignment.

  Some sample criteria for a skit presentation could be any of the following: quantity of language, completion of task, risk taking, variety in expression, appropriateness of expression, spelling, creativity, comprehensibility, pronunciation, amount of communication, organization, cultural appropriateness, vocabulary, effort, accuracy, personal improvement, presentation, props, completeness, neatness, appearance, information, visual aids, pace, materials, makes eye contact, asks questions, answers questions, group participation, readiness, or length.

  We will select the following:

  1. Vocabulary
  2. Clarity of Ideas
  3. Accuracy
  4. Comprehensibility

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- Determine how many levels of performance you wish to define and number them.
  Are you going to work with a 3, 4, or 5 point rubric? Should you use 1, 2, 3, 4, or 5 rather than number grades?

Teachers feel confident to identify an excellent paper, speech, or project and equally comfortable to select a poor paper, speech, or project. The difficulty lies with the paper, speech, or project in the middle. A three-point rubric does not take into account the fluctuation which exists within the average range. For this reason, it is more useful to break down the middle part in two categories and have a four- point rubric. Anything above four becomes too cumbersome to manage.

One of the advantages behind using 1, 2, 3, and 4 for the range rather than number grades is that it is easier to explain why something is a 1, 2, 3, or 4 rather than explaining why something is a 93 and something else is a 90.

Instead of the 1,2, 3, 4 headings, some teachers prefer to use titles representative of the task and of the level of performance. For example one teacher participating in the project used the following headings in her rubric: 4 = Oscar; 3 = Golden Globe; 2 = Just Happy to Be Nominated; 1 = Still Auditioning.

- Define each criteria according to the different levels of performance.
  At this stage, each criteria is expanded to address the spectrum of performance. Each level of performance is defined by a brief description of what students need to do to perform at that particular level. When possible choose verbs which demonstrate an active participation on the student's part and make sure that the criteria are defined clearly.

  Once again, students can be involved to help define the different levels of performance.

Figure 15 - Sample Rubric

Criteria	1 (15 pts.)	2 (19 pts.)	3 (22 pts.)	4 (25 pts.)
Vocabulary	Little or none	Very limited	Adequate	Varied and precise
Clarity of Ideas	Meaning not clear	At times unclear	Meaning conveyed	Meaning conveyed effectively
Accuracy	Very limited control of grammar	Limited control of grammar	Few errors in basic structures	Good control of grammar
Comprehensibility	Very difficult to understand and follow	Can be understood with some effort from the reader or listener	Comprehensible but not always clearly stated	Clearly stated and comprehensible

Converting the Rubric to Grades - A Thorny Issue

Invariably students, parents, and teachers want to know how the rubric converts to grades. As stated in the above rubric, components are awarded a point system. Teachers can choose the value of each category. Each 4 can be worth 25 points for a total of 100, each 3 can be allotted 22 pts for a total of 88, each 2 can be 19 pts for a total of 76 , all 1's are 15 points for a total of 60. A student's grade could vary if he/she got a 3 (22 pts.) on vocabulary, 4 (25 pts.) on meaning, 3 (22 pts.) on structure, and a 3 (22 pts.) on comprehensibility. The grade would then be 91.

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22 for vocabulary
25 for clarity of ideas
22 for accuracy
22 for comprehensibility

---

91 Total

However, the same emphasis may not always be placed on each criteria, in this case, the criteria can be weighed. For example, comprehensibility may be valued above vocabulary. Therefore, comprehensibilty would be awarded more points than the other criteria. The following is an example of the same rubric with weighed criteria.

Figure 16 - Sample Rubric with Weighed Criteria

Criteria	1	2	3	4
Vocabulary	Little or none (11 pts.)	Very limited (14 pts.)	Adequate (17 pts.)	Varied and precise (20 pts.)
Clarity of Ideas	Meaning not clear (16 pts.)	At times unclear (19 pts.)	Meaning conveyed (22 pts.)	Meaning conveyed effectively (25 pts.)
Accuracy	Very limited control of grammar (11 pts.)	Limited control of grammar (14 pts.)	Few errors in basic structures (17 pts.)	Good control of grammar (20 pts.)
Comprehensibility	Very difficult to understand and follow (26 pts.)	Can be understood with some effort from the reader or listener (29 pts.)	Comprehensible but not always clearly stated (32 pts.)	Clearly stated and comprehensible (35 pts.)

Characteristics of Scoring Criteria

According to the Fairfax County Public Schools document, A.S.A.P Alternative Strategies for Assessing Performance, scoring criteria should:

- define expectations for student performance;
- give students and their parents clear feedback with respect to their progress in language proficiency;
- adequately reflect the range of levels at which students may actually perform given tasks;
- clearly describe the characteristics of each performance level;
- include a scale to rate how well students perform;
- provide teachers with well-defined standards for use in developing instructional activities which will allow students to attain set performance levels; and
- help ensure that scoring and evaluation are accurate, unbiased, and consistent. Criteria should also be so clear that several evaluators using them would all score a student's performance within the same range.

Figure 17 - Blank Rubric

Criteria	4	3	2	1
▨				
▨				
▨				
▨				

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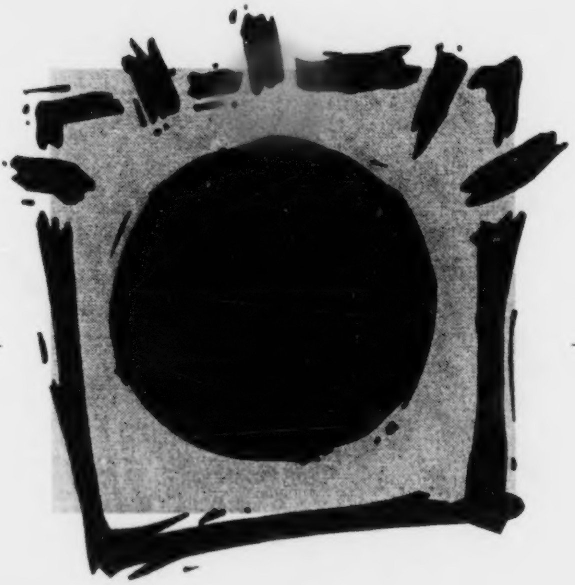

Sample Rubrics

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Figure 18 - Daily Grade Rubric

Criteria	*4*	*3*	*2*	*1*
Preparation	In seat at the bell, homework on desk, all supplies present. Ready to go!	In seat, but homework is not on desk, all supplies present.	In seat, but some supplies missing.	Not in seat at bell. No homework out. No supplies.
Participation	Always on-task, volunteers consistently (90%) and responds to prompts.	On-task, usually volunteers, usually responds to prompts.	Occasionally on-task, student responds only when called on.	Not on-task, does not respond when called on, is sleeping, talking, out of turn, doing other work in class.
Communication	Uses only Spanish from bell to bell unless granted permission to use English. Risk-taker.	Uses mostly Spanish (75%). Risk-taker at times.	Uses some Spanish in class (50%). Risk-taker rarely.	Uses little or no Spanish in class. Risk-taker.

lunes	martes	miércoles	jueves	viernes	Nota Media
▨					
	▨				
		▨	▨	▨	
		Examen	Examen	Examen	

Developed by Ann Borisoff-Rodgers, Pitt County Schools

Figure 19 - Español III, Oral/Aural Daily Grade

*Nombre:*____

0	1	2	3	4
Did not speak any Spanish	Spoke Spanish to the teacher in response to a question.	Spoke Spanish to either teacher or another student on own initiative not just in response to a question.	Spoke Spanish on own initiative to both the teacher and another student.	Spoke Spanish more than once to both the teacher and other students on own initiative.
Was inattentive in class and did not understand anything that was going on.	Tried to listen and understood at least one conversation or set of instructions	Participated well in class and understood at least 1/2 of the Spanish conversations and instructions.	Listened attentively throughout all of the class and understood most of the Spanish spoken.	Listened attentively throughout all of the class and understood all important conversations and instructions.
Spoke English repeatedly in class without permission.	Spoke English in class when it was not necessary and could have been avoided.	English was spoken occasionally but not consistently nor intentionally.	Forgot and inadvertently spoke English but tried to keep to Spanish.	Did not speak English in class. Spoke only Spanish.

Total your points and assign an average each day you grade yourself.
12 = 100, 11 = 97, 10 = 94, 9 = 91, 8 = 88, 7 = 85, 6 = 82, 5 = 80,
4 = 78, 3 = 75, 2 = 72, 1 = 70

La fecha	La nota	El promedio	La fecha	La nota	El promedio

Developed by Pat Cotton, Apex HS, Wake County Schools

Figure 20 - Daily Performance Grade

9-10 Exceeds the standard
Helps facilitate classroom activity
Demonstrates engaged, active learning throughout the class period
Makes consistently strong contributions to the classroom activity

8 Meets the standard
Participates in a generally constructive way
Demonstrates engaged, active learning throughout the class period
Makes some contributions to the classroom activity

7 Approaches the standard
Has little negative or positive effect on the class and its progress
May be grappling with the ideas addressed in class but shows little evidence of learning
Prepared, but makes little contribution to the class activity

5-6 Falls below the standard
Has more of a negative than positive effect on the class
Required work or preparation incomplete
Disruptive behavior makes learning difficult for others
Refuses to stay on task

0 Sent out of class or truant

Developed by Debbie Fowler, St. Johnsbury, VT

Figure 21 - Group Participation Rubric

Criteria for Group Participation Evaluation	Often	Sometimes	Not Yet
Leans forward to engage in conversation or activity			
Makes eye contact			
Asks clarifying questions			
Maintains focus on conversation or activity			
Initiates ideas			
Builds or contributes to another's ideas			
Acknowledges another's contributions			
Seeks contributions of others			
Answers questions			
Asks questions			
Plans for improving participation skills			

Adapted from Outcome-Based Restructuring Presentation, the High Success Network, Eagle, Colorado, 1992.

Figure 22 – Homework Policy
Apex High School, Spanish

Mrs. Cotton, Homework Policy

Homework is designed to reinforce what is learned in class and to be a tool for learning and retention. You can never be really sure that you understand something until you try it on your own. In order to be successful in a foreign language it is essential that you work consistently and daily to build a solid base of knowledge. The effort, care, concentration, and practice put into homework are very important. For this reason, homework is evaluated and graded on a quality scale. Just doing some kind of homework every night will not automatically give you a 100%. You will also be held accountable for the quality of your work and points will be assigned as outlined below:

0	1	2	3	4
No homework is done or it has been copied from another student.	Very little homework is completed. Homework is very sloppy and incorrectly done.	Homework is incomplete or it is not in the notebook and properly labeled with the date, page number, and exercise. It is carelessly done with numerous mistakes	Homework is complete in notebook and properly labeled with the date, page number, and exercise. Although it may have several errors, it shows good efforts.	Homework is complete, in notebook and properly labeled with the date, page number, and exercise. It is excellently done and mostly accurate.

Final Homework Grade

A student who consistently does homework merely as a written exercise without care for accuracy will probably earn 2 points per assignment and receive an 80% for very average work. A student whose work is not done well when the book is available will not be able to do well on a quiz or test. The newness and difficulty of the material involved is certainly taken into consideration when evaluating homework assignments. They are not graded on the same scale as a quiz as you can see from the breakdown of points below.

At interim time and at the end of each quarter a percentage score will be determined by totaling the number of points earned and dividing this total by the number of assignments recorded, e.g.,
70 pts. earned on 22 assignments 70/22=3.2=92%
44 pts. earned on 22 assignments 44/22=2.0=80%
80 pts. earned on 22 assignments 80/22=3.6=96%

Scale: 4.0= 100% 3.5=95% 3.0=90% 2.5=85%
2.0=80% 1.5=75% 1.0=70% 0.5=65%

I have read and understand this policy
Parent/Guardian:____________________Date:____________________
Student:____

Figure 23 - Spanish I Notebook Guidelines

Nombre:____Grade:____________

Required Sections:

Grammar - This section includes notes and study papers from class. Each day's notes should be dated and topically arranged.	Vocabulary - This section should include all vocabulary sheets and individually prepared lists. All words should be properly defined.	Assignments - This section includes all practice assignments. They should be dated and identified with the page number and exercise.	Listening - This section includes practice listening activities from class. They should be dated and identified in the lesson.	Diary - This section should include returned tests and quizzes as well as a list of problem areas that will have to be reviewed and restudied.

Notebook Rubric

Circle the square in each column that describes your notebook; total your points and write the corresponding grade below.

5	4	3	2	1
Notebook is in a three-ring binder and very neat. It has the necessary sections with properly labeled dividers.	Notebook is in three-ring binder and somewhat neat. It has the necessary five sections with dividers.	Notebook is in a three-ring binder but not very neat. All the sections are there but not properly labeled or organized.	Notebook is in a three-ring binder. There is evidence of an attempt to have five sections but they are poorly organized and sloppy.	There is evidence of an attempt to have a notebook but it is not in the proper format nor organized.
Each of the five notebook sections has the necessary information and/or notes	Four of the five sections have the necessary information.	Four of the five sections are included and partially complete or at least three sections have necessary information.	Three of the five sections are included and partially complete, or at least two sections have necessary information.	Two of the five sections are included and partially complete or at least one of the sections has the necessary information.
All material in all five sections is properly labeled and dated	All the material in four of the five sections is properly labeled and dated.	All the material in three of the sections is properly labeled and dated or most of the material in four sections is..	All the material in two sections is properly labeled and dated or most of the material in three sections is.	All the material in at least three sections is properly labeled and dated or most of the material in two sections is.

Grading Scale:

15 - 100%	12 - 91%	9 - 82%	6 - 74%	3 - 66%
14 - 97%	11 - 88%	8 - 79%	5 - 71%	2 - 63%
13 - 94%	10 - 85%	7 - 77%	4 - 68%	1 - 60%

Developed by Pat Cotton, Apex High School, Wake County

Figure 24 - Español II - Teaching a Lesson

CRITERIA	MASTER TEACHER	FIRST-YEAR TEACHER	STUDENT TEACHER
INTEREST	Hands-on activity, learners participate actively, keeps attention.	Keeps interest, but no hands-on activity, get input from learner.	Reads from notes, no learner input, learners appear bored.
USE OF MATERIALS	Creative, unique presentation of materials - never used before!	Interesting presentation of materials	Ho-hum, plain, ordinary use of materials
KNOWLEDGE IMPARTED	Learners score 90% or above on assessment	Learners score 80-90% on assessment	Learners score less than 80% on assessment

Scoring: 8-9 = A
7 = B
5-6 = C

Developed by J. Hathaway, D.H. Conley HS, Pitt County

Figure 25 - Speaking Skills Rubric

(0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.

(1) Communicates very little relevant information. Statements are barely coherent, shows no evidence of organization, and employs minimal vocabulary to address the task. Very few statements are structurally correct. There are many unnatural pauses, with halting and fragmentary delivery throughout. Message is barely understood.

(2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. The delivery is halting and fragmentary with some natural pauses. Some parts of the message can be understood.

(3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some evidence of organization and is generally structurally correct. Employs adequate vocabulary to address the task. There are very few unnatural pauses and most of the message can be understood.

(4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. There are no unnatural pauses, the speech is almost effortless and the entire passage can be understood.

Developed by Duplin County's teachers

Figure 26 - Skit Rubric - Good/Bad Driving. Nascar Theme (HS)

Students will talk about cars and good/bad driving habits.

Criteria	Rookie Driver	Back Seat Driver	Nascar Winner	Retired Champ
Preparation	Didn't go to time trials 7	Just showed up for time trials 8	Finished time trials 9	Got pole position 10
Visual	Old clunker 14	Re-furbished clunker 16	No risk used car 18	Ferrari 20
Group Participation	Didn't listen to crewchief and wrecked 7	Listened but didn't do what crewchief said 8	Did what crewchief said - finished top 9	Won the race by listening to crewchief 10
Pronunciation	Major engine problems 14	Tire problems 16	Slight body problems 18	New car 20
Quality	Needs to go back to driving school 28	Just got license 34	Works as a driving instructor 37	Owns driving school 40
	D	C	B	A

Group Members:

Score: Minimum 70 (of course 0=No skit), Maximum 100
Developed by participants in the AAA project

Figure 27 - Oral/Aural Rubric ¿Quién soy? Level I (HS)

Criteria	*El Penoso* 1	*El Embajador* 2	*El Papagayo* 3
Content	Presentation includes at least 7 of 10 required elements	Presentation includes all 10 required elements	Presentation includes all required elements and descriptive enhancements
Structure	Presentation lacks correct usage of grammar elements	Presentation demonstrates correct usage of most grammar	Presentation shows correct language of all required elements
Fluency and Comprehensibility	Presentation is delivered with many pauses and pronunciation errors Difficult to understand	Easily understood despite errors	Completely understood with few errors
Listening	Submitted acceptable notes from 1/3 of the presentations	Acceptable notes on 2/3 of the presentations	Submitted acceptable notes on all presentations

Developed by participants in the AAA project

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Tools to Use in Assessment
II. Observations and Checklists

Teachers have always watched and observed students in the classroom and they have made instructional decisions based on these observations. Too often, however, in the foreign language class, these observations have been informal and have not been documented.

Observations can take place in a variety of settings. They can focus on student performance during a single activity or during routine classroom activities.

After deciding what to observe, when to observe, and how often to observe, teachers will need to plan how to record their observations. Observations which go unrecorded in some way will not be as easily defensible to students, parents, and administrators, and may be forgotten over time.

There are several possibilities for recording information to help guide the observations and to make sure that the observations are consistent for all the students involved. Some recording options include the following:

1. Checklists
2. Anecdotal records
3. Rubrics (see previous section on rubrics for details)

Checklists can be used for formative (ongoing) assessment to monitor students' behavior and progress towards reaching stated goals. In this chapter, two kinds of checklists are emphasized.

- ◊ Teacher observation checklists
- ◊ Checklists for self- and peer assessments

What is an observation checklist?

Kay Burke (1994) describes an observation checklist as "a strategy to monitor specific skills, behaviors, or dispositions of individual students or all the students in the class." She suggests that teachers use observation checklists for "formative assessments by focusing on specific behaviors, thinking, social skills, writing skills, speaking skills..."

Checklists only indicate if a student can accomplish the listed objectives. Nothing is included about the quality of performance. In foreign languages, checklists, most often, state the language and cultural skills to be attained.

Throughout the Assessment, Articulation, and Accountability project, several foreign language teachers have developed unit or semester checklists to be help them assess the students' language ability.

Foreign language elementary teachers in New Hanover County met on a regular basis to determine the expectations for students at first grade level and devised a series of checklists to assess the students' performance (see samples on pages 255-258). A letter was sent to parents informing them of this new assessment procedure (see page 65 for a copy of the letter). The elementary Spanish teacher in that system reported that the development of this assessment tool has made parents and principals more knowledgeable about the program.

Figure 28 – Letter Sent to Parents

The Spanish Program at Forest Hills Elementary

Spanish will be offered to all students in kindergarten and first grade twice a week. Each class will be 20 minutes long. Second graders will have Spanish once a week for 30 minutes.

Through songs, games, poems, stories, and physical activities, students will learn language dealing with a variety of topics, such as social expressions, feelings, colors, shapes, foods, days of the week, months, family, clothing, house, parts of the body, weather, school, animals, and numbers.

They will also learn to ask and respond to simple questions, and demonstrate understanding of Spanish when spoken in simple phrases and sentences. These topics are expanded at subsequent levels. Whenever possible, Spanish is integrated within the themes and topics that are being studied in the classroom.

At these early levels, the focus will be on listening and speaking. Reading and writing in Spanish will be limited to identifying letters and/or copying words.

This year I will use an additional method of assessment for first grade students. This assessment will be used to identify each student's strengths and weaknesses and to plan appropriate instructional activities. First grade parents will receive a checklist of the student's progress and performance on the different units taught every nine weeks.

As parents, you will want to check your children's progress. Ask them what words they know in Spanish. Can they count to 10? Can they name some colors? What day is today?

Remember that language learning is a slow and very repetitive process, and any reinforcement that you can provide at home is welcomed. Periodically, your child will bring home student made books and/or vocabulary lists with which your child should be familiar. Please review these with your child. Do the best that you can with the pronunciation, your child will correct you!

It is my hope that as children become more aware that there are other ways to communicate, they will also develop an appreciation and respect for the people who speak a different language, for their countries, and for their culture, and that this will provide the base that prepares your child for living in a competitive global society.

I truly look forward to being with your children and showing them how valuable and how much fun another language can be. Thank you for your support. Muchas gracias.

Julie Bordo

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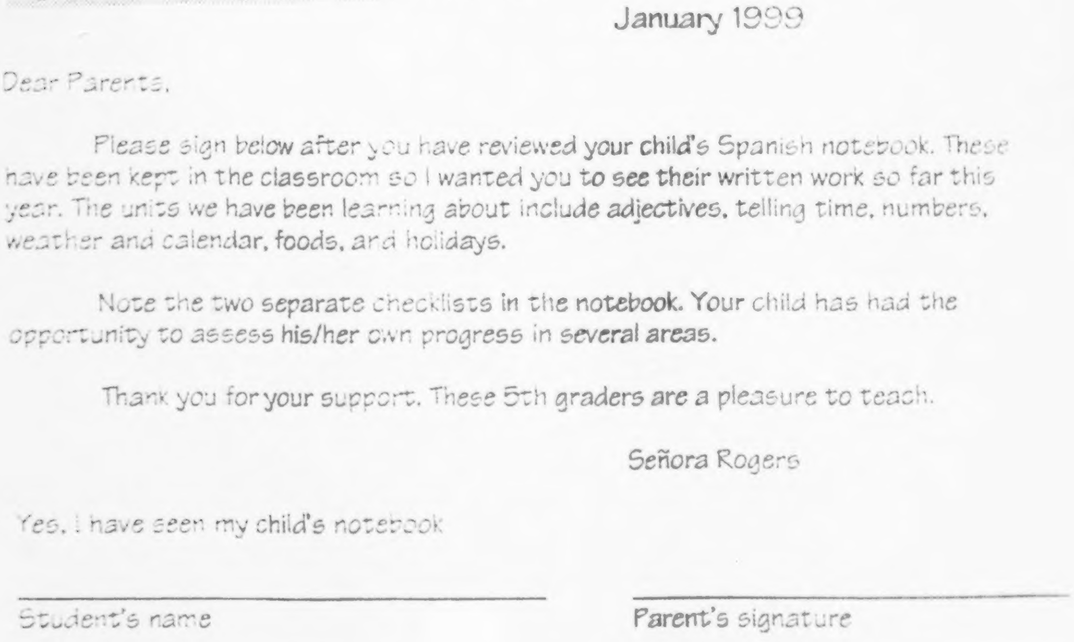
In Haywood County, elementary teachers designed a checklist for each unit of study and incorporated the checklists in their local curriculum (see samples on pages 84-87). The checklists were given to students at the beginning of the unit and were added to the students' binders. Throughout the unit, students were able to check off the objectives they could accomplish. At regular intervals, teachers graded the binders to look at the students' self-evaluations on the checklists. In addition, binders accompanied by a letter went home to parents who had an opportunity to examine their children's expectations and assessment over their own learning. A Spanish teacher in that system reported that the development and use of checklists have made the teachers more accountable and the students more responsible for their learning.

Figure 29 - Sample Letter to Parents



January 1999

Dear Parents,

Please sign below after you have reviewed your child's Spanish notebook. These have been kept in the classroom so I wanted you to see their written work so far this year. The units we have been learning about include adjectives, telling time, numbers, weather and calendar, foods, and holidays.

Note the two separate checklists in the notebook. Your child has had the opportunity to assess his/her own progress in several areas.

Thank you for your support. These 5th graders are a pleasure to teach.

Señora Rogers

Yes, I have seen my child's notebook

Student's name

Parent's signature

Submitted by Laura Rogers, Clyde Elementary School, Haywood County

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In that same county, middle school and high school foreign language teachers reached consensus on a common core of knowledge and skills needed for student placement in a level II class and designed a Level I checklist to be completed by the middle school teacher (see sample in Articulation section pages 228-247).

Considerations for Planning Checklists

When designing an observation checklist, the teacher must determine the kind of behavior(s) or skills he/she is hoping to observe. Some observation checklists may be devoted primarily to the application of the writing process while others may focus on higher order thinking skills or on the use of spoken and/or written language within the classroom.

Checklists can be used with the whole class, with groups, or with individuals and are most effective when the students are aware, from the onset, of the behaviors and/or skills to be observed. This way, the checklists provide the individuals, the groups, and/or the class with guidelines for self monitoring.

Figure 30 - Suggestions for Conducting Classroom Observation

- Identify the purposes for which the observational information will be used (e.g., to assess student attainment; to individualize instruction; to adapt instruction to student attainment; to assess the effectiveness of a unit, lesson, or activity; or to explain student learning, or lack thereof).
- Identify the kinds of observational information that would be useful for these purposes: student language use, work habits, learning strategies, reactions to instructional materials and activities, classroom interaction, and so on.
- Decide how you will observe in order to collect the desired information. Decide (a) *whom to observe*: individual students or groups of students; (b) *how often* to observe them: once or more than once: and (c) *when*: during which specific lessons or occasions.
- Select a method (or methods) for recording your observations: anecdotal records, checklists, or rating scales.
- Prepare the necessary reporting forms.

Source: Classroom-Based Evaluation in Second Language Education, p. 95.

Management Tips for Teachers Using Observation Checklists

- Teachers may want to focus on one student, or on a few students at a time. In a classroom of 25, teachers may observe 5 students each day. However, all students should be observed within a given period of time.

- Teachers may also want to observe students in different kinds of activities.

- Teachers will need to record their observations immediately while they remember which students did what.

- Teachers will need to evaluate students in terms of their own personal growth.

Figure 31- Individual Observation Checklist

INDIVIDUAL OBSERVATION CHECKLIST

Student Name: Jane Smith **Class:** French III

Person(s) responsible for observation(s) and date(s)

Peer: Marie Dupond Date: 10-12
Student (self): Jane Date: 11-15
Teacher: B. Morris Date: 12-10

Use Frequently (F), Sometimes (S), and Not Yet (NY) to document how often the listed behaviors are observed.

	10-12	11-15	12-10
Listening			
• Recall facts and list details from material heard	F	F	F
Speaking			
• Ask questions and seek information and clarification of meaning	NY	S	S
• Give specific information orally	S	S	F
Reading			
• Obtain information	S	F	F
• Identify main idea and supporting details from authentic materials	F	F	F
Writing			
• Develop an organized summary	NY	NY	S

Figure 32 - Class Observation Checklist

Teacher:____________________ Date: ____________________

Class:____

Skill(s) to Be Observed:______________________________

Names of Students	Frequently, Sometimes, Not Yet

Figure 33 - Elementary Spanish Student Progress Checklist

Student's Name: ________________ **Spanish Teacher:** ________________

Nine-week grading period (circle one) 1 2 3 4

In Spanish class, your child can:

	1	2	3
1. Identify pictures of family members			
2. Name family members			
3. Sing songs with actions related to family			
4. Select number heard			
5. View a number and name it			
6. Tell the number for the date			
7. Give quantity of objects shown			
8. Sing number songs with action words			
9. Identify weather terms in pictures			
10. Name weather conditions			
11. Tell current weather conditions			
12. Name current month and day			
13. Sing songs about months and days			
14. Express preference of favorite day/month			
15. Hear a date and select it			

Student Indicators:

1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:

- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:

Family Numbers Weather Months Days

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Figure 34 - Teacher Observation Checklist, 5th Grade

LISTENING

1. Student is able to perform task when explained by the teacher.
2. Student is able to model appropriate use of language when asked to do so.
3. Student is able to answer simple questions.
4. Student is able to follow simple instructions.
5. Student has no clue as to what the teacher's instructions are.

SPEAKING

1. Student expresses himself clearly.
   Student's speech is unintelligible.
   Student does not try.

2. Student is creative in his presentation.
   Student delivers plain presentation.
   Student is not prepared.

READING

1. Student can read select material with correct pronunciation and comprehension.
2. Student can read select material with correct pronunciation and can answer questions at the end of reading.
3. Student can read select material with correct pronunciation but does not comprehend the reading.
4. Student can read select material with broken pronunciation but comprehends.
5. Student can read select material with broken pronunciation and does not comprehend.
6. Student is not able to read material.

WRITING

1. Student is able to create own sentences using learned vocabulary.

Developed by Denise Wall, Northeast Elementary, Wayne County

Anecdotal Records

The recording of students observations need not be limited to the use of checklists. Documentation can also be entered in anecdotal records and can be made on note cards, on a clip board, on adhesive labels to be pasted on a page devoted to each student, or in a notebook designed for this purpose.

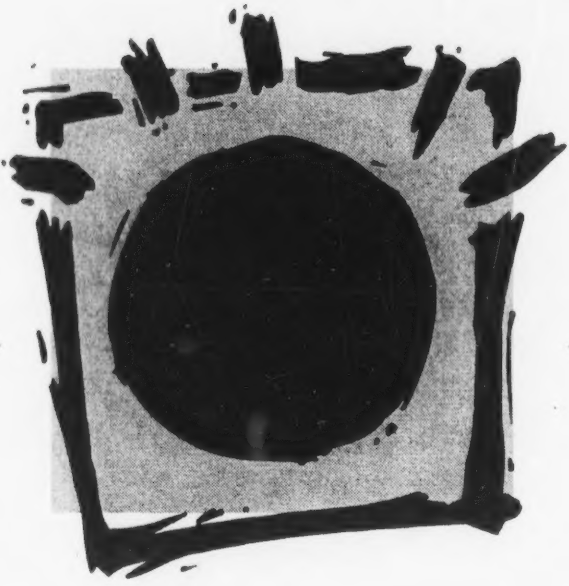
Anecdotal notations can be as structured or as open-ended as desired. They can address student participation and effort or can concentrate on the student's progress toward attaining identified course objectives. They are especially useful to record unexpected events which would not be documented otherwise.

Anecdotal records can be made systematically after each lesson, at the end of the day, or less frequently such as at the end of a unit. Of course, these observations should be dated, identified, and organized around previously identified focuses of instruction.

Checklists for Self- and Peer Assessment

While checklists provide many benefits for recording teacher observations, they are also valuable tools to guide students in self- and peer assessment. In this case, the checklists clearly state the unit objectives and students check off the objectives as they are able to meet them. Checklists can be adapted to allow for responses such as: Yes, No, Not Yet, or Always, Frequently, Sometimes, Rarely, Never. Additional columns can be included for peer-assessment and parent assessment conducted at home.

In Wayne County the high school teacher chose to develop checklists to correspond to the specific units in the textbook (see page 114 for sample).



Sample Checklists

Figure 35 - Sample Checklist

SPEAKING	ST	T	P
1. I can introduce myself			
2. I can greet a peer			
3. I can greet an adult			
4. I can ask and tell where someone is from			
5. I can identify myself and spell my name			
6. I can ask and tell the date			
7. I can count and use numbers to 31			
8. I can find out when something occurs			
9. I can ask and give phone numbers			
10. I can ask and tell the time			
11. I can express agreement and disagreement			
12. I can express preference about food, sports, leisure, and home activities			
13. I can ask who does something			
14. I can identify common classroom objects			
15. I can express likes and dislikes about leisure , home, and school activities			
WRITING			
1. I can write statements expressing likes and dislikes about leisure, home, and school activities			
2. I can write a dialogue including greetings, time, and expressions of likes, dislikes of food, sports, leisure, and home activities			
READING			
1. I can read a simple letter expressing likes and dislikes and answer true/false statements in response.			
LISTENING			
1. I can listen to discussions about likes and dislikes and respond to questions.			
2. I can respond to questions about time, health, and numbers			
CULTURE			
1. I can identify countries where my target language is spoken			
2. I can identify formal and informal situations which call for a different form of address			

ST: student, T: teacher, P: parent

Figure 36 - Checklist for Leisure Activities and Sports

✓ the student box when you can do the following and when you are ready to demonstrate them to your teacher.

I CAN EXCHANGE INFORMATION ABOUT LEISURE ACTIVITIES AND SPORTS	ST	T	DATE
I can ask others what sports they do I can say what sports I do			
I can ask others what they do in their free time I can say what I do in my free time			
I can ask others what kind of music they like I can say what kind of music I like			
I can ask others what cassettes/CDs they have I can say what cassettes/CDs I have			
I can ask others who their favorite singer/group is I can say who my favorite singer/group is			
I can ask others if they listen to the radio I can say if I listen to the radio			
I can ask others what TV programs they watch I can say what TV programs I watch			
I have understood someone talking about their free time			
I have understood a letter someone has written about their free time			
I have designed a poster about my free time and I am ready to present it			
My Assessment I enjoyed...... I was pleased with.... I am good at... I have also....			
Teacher Comment			

Parent's Signature ______________________________

Figure 37 - Checklist for Unit on Family, Elementary Level

Student Name: ______________________ **Teacher/Class:** ____________________

Speaking	S	T	P
1. I can introduce myself.			
2. I can ask someone their name.			
3. I can list my family members.			
4. I can say their names in a full sentence.			
5. I can give my age.			
6. I can ask someone their age.			
7. I can describe myself.			
8. I can describe others in my family.			
Listening			
1. I can understand a passage read to me about another family.			
2. I can identify a picture when described to me.			
Reading			
1. I can match a written description of a person or a family with the correct picture.			

S: Student, P: Parent, T: Teacher

Developed by participants in the AAA project

Figure 38 - Checklist for Unit on La Communidad/The Community
Fourth Grade

Student Name: ______________________ Teacher/Class: ______________

Listening: I can	St.	T	P
1. understand when someone tells me where they live.			
2. understand when someone tells me their address.			
3. identify community workers by pointing at them.			
4. identify community buildings by matching them with workers.			
5. identify the words country, city, town, inside, outside and street by pointing.			
6. identify places in the community after hearing a description.			
7. follow directions.			
Speaking: I can			
1. say where I live.			
2. say my address.			
3. identify community workers.			
4. name community buildings.			
5. identify where community workers work.			
6. say how many community buildings there are.			
7. identify the words country, city, town, street, inside, and outside.			
8. describe places in the community.			
9. use directional words.			
10.ask for directions.			
Writing: I can			
write a statement explaining where I am going by filling in the blanks in a cloze exercise.			
Reading: I can			
read directions to reach a destination in my community.			
Culture: I can			
compare a home address from my community to one from a Hispanic community.			

Parent Signature: ______________________ Date: ______________________

Developed by participants in the AAA project

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Figure 39 - Checklist for "Yo" Unit, Third Grade, First Year Spanish

Student Name: ______________________ **Teacher/Class:** ____________________

	STUDENT		TEACHER	
I CAN:	YES	NOT YET	YES	NOT YET
Listening				
1. understand and perform these actions when the teacher repeats them: *silencio, sientense, levantense, escuchen, miren.*				
2. pick out a student who has the characteristicsthe teacher describes.				
3. understand when someone says hello.				
4. understand when asked how I feel.				
5. understand when asked my name.				
6. understand when asked my age.				
7. show a number between 1-10 when someone else says it in Spanish.				
Speaking				
1. say hello to another person.				
2. answer when someone says hello to me.				
3. ask how someone is/feels.				
4. answer how I am/feel when asked.				
5. tell my name when asked.				
6. ask someone their name.				
7. say how old I am.				
8. say something I like and dislike.				
9. name 5 body parts.				
10. know 4 colors which describe me.				
11. name 4 adjectives that describe me.				

Developed by Joyce Lewis, Swift Creek Elementary, Wake County

Figure 40 - Third Grade Objectives. First 9 Weeks. Student and Parent Checklist.

These are some things we have been learning in our Spanish class during the first 9-weeks. Each student should check when they feel they are able to do each of these items. Then they are to take them home and say or show you (their parents) what they have learned. You are asked to initial each item that their child demonstrates. Do not worry about whether pronunciation is correct and do not be concerned if you don't understand what your child is saying. The emphasis is on the process of interaction with your child.

	Student	Parent
- I know what it means to give myself a 1-2-3 evaluation at the end of each class	----------	----------
- I can say "My name is ______ " in Spanish	----------	----------
- I can ask someone what their name is in Spanish	----------	----------
- I can say how old I am in Spanish.	----------	----------
- I can ask someone how old they are in Spanish	----------	----------
- I can play the game "Papelito blanco, papelito azul"	----------	----------
- I know what to do when I hear these commands:	----------	----------
Siéntense	----------	----------
Levántense	----------	----------
Escuchen	----------	----------
Miren	----------	----------
Silencio	----------	----------
- I can name 5 colors in Spanish	----------	----------
- I know these body parts:	----------	----------
cabeza	----------	----------
ojos	----------	----------
nariz	----------	----------
manos	----------	----------
boca	----------	----------
orejas	----------	----------
pelo	----------	----------
brazo	----------	----------
caderas	----------	----------
hombros	----------	----------
pies	----------	----------
piernas	----------	----------
- I can identify the characteristics of a monster/creature I have drawn	----------	----------
- I can use a diagram to list characteristics my		

creature has/doen't have ---------- ----------
- I can explain a Venn diagram that compares my
creature with a classmate's ---------- ----------
- I can sing the song "Tia Monica"
---------- ----------

Thank you, parents, for taking the time to let your child share these with you. If you find a majority of these skills have not been mastered, encourage your son or daughter to participate, respond and repeat in class, and to listen carefully. A foreign language has been shown to enhance a child's learning in many ways, and it provides skills that are beneficial in all subject areas. Twenty-five minutes twice a week is not as much language instruction as I would like, but I think you can see that we utilize every minute! I am really enjoying these wonderful third grade students and teachers.

Joyce Lewis

Developed by Joyce Lewis, Swift Creek Elementary, Wake County Schools

Figure 41 - Community, 5th Grade Checklist

Name:________________________Date: ____________________

COMMUNITY 5TH GRADE CHECKLIST	✓ can do	✓ not yet
I can name the places in a community (bank, store, etc.)		
I can name different means of transportation (car, bus, etc.)		
I can name community helpers		
I can use the verb to walk, to run, to hide, to go, to ask, to phone, to work, to play		
I can compare US communities with Spanish/French communities		
I know the vocabulary necessary for shopping in different stores		
I can understand directions that tell where places are located (in front of, behind, next to, far from)		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 41 - Community, 5th Grade Checklist

Name:______________________________Date: ____________________

COMMUNITY 5TH GRADE CHECKLIST	✓ can do	✓ not yet
I can name the places in a community (bank, store, etc.)		
I can name different means of transportation (car, bus, etc.)		
I can name community helpers		
I can use the verb to walk, to run, to hide, to go, to ask, to phone, to work, to play		
I can compare US communities with Spanish/French communities		
I know the vocabulary necessary for shopping in different stores		
I can understand directions that tell where places are located (in front of, behind, next to, far from)		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 43 - *Geography, 5th Grade Checklist*

Name:____________________________Date:______________________

	✓ can do	✓ not yet
I can locate Spanish-speaking countries on a map		
I have labeled maps of all Latin American countries		
I can identify major geographical features of Mexico and Brazil		
I know the terms for geographical features in Spanish		
I know how many countries in the world are Spanish speaking		
I understand why Spanish is spoken in these countries		
I can name major resources of Latin American countries		
I can identify some of the famous people in history, government, and the arts from Latin America		
I can tell who the Maya people were, where they lived, and what they believed		
I can tell who the Aztec people were, where they lived, and who conquered them		
I can tell who the Inca people were, where they lived, and who conquered them		
I understand some of the current problems facing Brazil and other countries where the rainforest is being destroyed		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 44 - Time, Numbers, Calendar. 5th Grade Checklist

Name:______________________Date: __________________

	✓ can do	✓ not yet
I can tell time on the hour		
I can tell time on the 1/4 hour		
I can tell time on the 1/2 hour		
I know how to tell any time		
I can ask someone for the time		
I can count from 1 to 30		
I can count by 10's to 100		
I can say any number from 1 to 1000		
I can say the ordinal numbers 1 to 5		
I can spell the numbers 0 to 10		
I can do math problems in Spanish/French		
I can easily say my phone number		
I can say the days of the week		
I can say the months of the year		
I can say the seasons		
I can say the date, including the year		
I can say my birthday		
I can describe the weather		

Developed by Laura Rogers, Clyde Elementary School, Haywood County

Figure 45 - Expressing Feelings and Conditions, Middle Grades

Student Name:____________________ Class:____________________

	Student
Listening: I can	
1. understand somebody telling how he/she feels.	
2. understand questions about feelings and conditions.	
Speaking: I can	
1. greet someone, and ask the person how she/he feels.	
2. tell that I am sick and say what is wrong with me.	
3. ask a person if she/he sick and ask what is wrong with her/him.	
4. tell that I am hot/cold.	
5. ask somebody if she/he is happy, sad and why.	
6. tell that I am hungry/thirsty and ask for something to eat/drink.	
7. ask somebody if she/he is hungry/thirsty and ask if they want to eat/drink something.	
8. tell that I am happy/sad and tell why.	
9. ask somebody if she/he is happy/sad and why.	
Reading: I can	
read a simple letter/passage describing somebody's feelings and/or conditions.	
Writing: I can	
1. write a brief note about how I am feeling.	
2. write a dialogue between a doctor and a patient.	
3. write a conversation with my mother about what I want for dinner.	

Developed by participants in the AAA project

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Figure 46 - Shopping for School Clothes Checklist (MG)

Name:________________________Grade:______Class: ______

	Student	Peer	Teacher	Parent
1. I can name and ask for basic clothing.				
2. I can describe what I am wearing today.				
3. I can describe what someone else is wearing.				
4. I can ask a salesperson for different sizes.				
5. I can identify 3-5 accessories.				
6. I can express my likes and dislikes about clothing.				
7. I can ask for the price of clothing.				
8. I can read an advertisement for clothing.				
9. I can listen to commercials for clothing and answer simple questions.				
10. I can identify seasonal clothing.				
11. I can write a short description of what I am wearing.				
12. I can identify a student by reading a short description of what s/he is wearing.				
13. I can identify at least 3 traditional articles of clothing worn by the target culture.				

I found the following 3 tasks to be difficult:

1.
2.
3.

I would like to perform the following 3 tasks:

1.
2.
3.

Developed by participants in the AAA project

Figure 47 - Checklist on Sports Unit, Middle Grades

Student Name:_____________________________Class:__________________________

Speaking	Student	Teacher	Parent
1. I can name at least 7 sports.			
2. I can say I am/am not athletic.			
3. I can say whether or not I play a particular sport.			
4. I can name sports I like/dislike.			
5. I can discuss photos of sport celebrities and their sports.			
Listening			
1. I can listen to a game and decipher the score.			
2. I can listen to a description of an activity and identify it.			
3. I can listen to questions about an activity and respond.			
Writing			
I can describe my favorite athlete and his/her team using appropriate adjectives and verbs.			
Reading			
1. I can read and understand a simple paragraph about a sports star.			
2. I can read and identify sports from their descriptions (sentence, short paragraph, etc.)			
Culture			
1. I can identify sports of particular importance to Hispanics.			
2. I can describe the stages of a *corrida de toros*.			
3. I can compare/contrast popular American sports with their occurrence in Hispanic countries.			
Grammar			
1. I understand and can use the interrogatives (*quién, qué, cuál, dónde, cuándo, cómo, por qué*).			
2. I can identify the subject of a sentence.			
3. I can identify the verbs in a sentence.			

I can also describe/identify/write/speak/understand/read:

I am willing to demonstrate the following 5 tasks:
1.
2.
3.
4.
5.

Developed by participants in the AAA project

Figure 48 - Self and Peer Assessment (Greetings and Personal Information), Middle Grades

Name:________________________Partner:________________________
Grade Level:_______________Date: ________________________

Instructions:
Student - Place a "+" if you can do the following, and "-" if you cannot do it.
Peer - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

Speaking:	Student	Peer	Teacher
I can introduce myself.			
I can greet a peer.			
I can greet an adult.			
I can ask and tell where someone is from.			
I can tell where I am from.			
I can tell the day, date, and weather.			
I can count to 1,000.			
I can give my address.			
I can give my phone number.			
Reading:			
I can read personal information about another and understand it.			
After reading a passage I can answer who, what, where, when, why and how.			
Writing:			
I can write a dialogue including greetings, weather, address, phone #, date, and where people are from (including myself).			
Culture:			
I can greet others formally or informally depending on the situation			
I can identify formal and informal situations which call for a different form of address.			
Listening:			
I can listen to discussions about personal information and answer questions giving my personal information.			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 49 - Self and Peer Assessment (Directions and Locations)

Name:____________________________Partner:____________________
Grade Level:____________________Date: __________________________

Instructions: *Student* - Place a "+" if you can do the following, and "-" if you cannot do it.
Peer - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

Speaking:	Student	Peer	Teacher
I can give directions from point "A" to point "B".			
I can ask for directions.			
I can tell the location of items above, below, over, under, next to, beside, in front of, behind.			
If in an airport, I can ask where the customs agent, bank, baggage claim area, or the cafeteria are.			
I can give arrival time of flights.			
I can ask and say where people are going.			
Listening:			
I can listen to a discussion about the location of places and answer questions giving locations.			
Reading:			
I can read a short dialogue and answer questions demonstrating understanding.			
Writing:			
I can write sentences about places they go, including time of day, week day, etc.			
Culture:			
I can read Spanish ads and answer questions			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 50 - Self and Peer Assessment (Restaurant)

Name:______________________________Partner:______________________________

Grade Level:_________________________Date: ______________________________

Instructions: *Student* - Place a "+" if you can do the following, and "-" if you cannot do it. *Peer* - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

Speaking:	Student	Peer	Teacher
I can place an order at a restaurant.			
I can ask for different eating utensils.			
I can ask for a refill.			
I can ask about the cost of an item.			
I can ask for my bill.			
Listening:			
I can listen to a Spanish speaking waiter and answer his/her questions.			
Reading:			
I can read a menu and use the information acquired in answering questions.			
Writing:			
I can write a skit with a partner with a restaurant setting.			
Culture:			
I can identify different kinds of Spanish foods.			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 51 - Self and Peer Assessment (School Schedule)

Name:__________________________Partner:__________________________
Grade Level:______________________Date: __________________________

Instructions: *Student* - Place a "+" if you can do the following, and "-" if you cannot do it. *Peer* - Place a "+" if your partner can do the following, and "-" if he/she cannot do it.

I can do the following:

Speaking:	Student	Peer	Teacher
I can tell time.			
I can tell what time I have a specific class.			
I can tell what I do at a specific time.			
I can tell at what time I come to school.			
I can tell how I come to school - bus, subway, bike, or foot.			
I can use the word "no" with both meanings.			
Listening:			
I can listen to a discussion of someone's schedule and answer questions about it.			
Reading:			
I can read a schedule in Spanish and answer questions from it.			
I can read a passage and answer questions from it.			
Writing:			
I can write a short paragraph discussing my school schedule.			
Culture:			
I can compare an American and Spanish shool schedule.			

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 52 - 6th Grade Checklist. Theme: World

Name:____________________________Date: ____________________________

Partner's Name: ____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot. Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can identify the continents of Europe.			
I can identify the countries that speak French and Spanish.			
I can talk about the capital and other cities in these countries.			
I can identify surrounding countries.			
I can tell about the weather in these countries.			
I can tell what time it is there.			
I can convert the temperature from Fahrenheit to Celsius.			
I can describe the major products and industries.			

Listening	Student	Peer	Teacher
I can listen to a description of a country and identify the country.			
I can listen to a discussion about the weather and convert the temperature in various cities.			
I can listen to a passage and tell what, when, and where.			

Reading	Student	Peer	Teacher
I can read a passage about a city or country and answer questions about it.			

Writing	Student	Peer	Teacher
I can write a description of a country.			
I can write about a famous landmark.			

Culture	Student	Peer	Teacher
I can identify local customs and holidays.			
I can understand the different systems for describing weather and temperature.			
I can understand the time differences.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

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Figure 53 - 6th Grade Checklist. Theme: Community

Name:____________________________Date: ____________________________

Partner's Name: ____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.

Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	**Student**	**Peer**	**Teacher**
I can give directions to my house.			
I can ask for directions.			
I can tell the location of items--above, below, beside, in front of, next to, to the left, to the right, behind, over, and under.			
I can ask where the bathroom/cafeteria is.			
I can ask people where they are, and tell them where I am.			
I can talk on the telephone.			
I can ask or tell where someone is going.			
I can describe my mode of transportation.			

Listening	**Student**	**Peer**	**Teacher**
I can follow directions given to me.			
I can listen to a discussion and tell the location of the items discussed.			
I can listen to where an item is and find it.			

Reading	**Student**	**Peer**	**Teacher**
I can read a passage and answer questions about the location of items mentioned.			
I can read directions to a place and find it.			

Writing	**Student**	**Peer**	**Teacher**
I can write directions to my school or home.			
I can write about the location of items.			

Culture	**Student**	**Peer**	**Teacher**
I can understand an ad about an apartment.			
I can understand a metro map.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

Figure 54 - 6th Grade Checklist. Theme: School Life

Name:________________________Date: ____________________________________

Partner's Name: ____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.
Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can talk about my school.			
I can talk about the subjects I take in school.			
I can tell about the principal in my school.			
I can tell about the teachers and counselors at my school.			
I can tell about my daily schedule and what time my classes meet.			
I can describe my classes and tell what supplies I need.			
I can tell when school starts and ends.			

Listening	Student	Peer	Teacher
I can listen to a description of a class and identify the class.			
I can listen to a daily schedule and understand where and when.			
I can listen to and follow directions given.			

Reading	Student	Peer	Teacher
I can read a passage about school and classes and answer questions about it.			
After reading about school, I can tell where, what, when, and how students arrive at school.			

Writing	Student	Peer	Teacher
I can write a schedule of my classes.			
I can write a description of my school.			

Culture	Student	Peer	Teacher
I can understand the differences in school systems here and the school systems in other countries.			
I can understand when, how, where students attend school in other countries.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

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Figure 55 - 6th Grade Checklist. Theme: All About Me

Name:________________________Date: ____________________________________
Partner's Name:____

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.
Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can introduce myself.			
I can describe myself.			
I can greet a peer or an adult.			
I can tell my age.			
I can tell what I am wearing.			
I can describe my daily routine.			
I can tell the day/date.			
I can tell about sports.			
I can tell my nationality.			

Listening	Student	Peer	Teacher
I can listen to a description of a peer and identify that peer.			
I can listen to a discussion of someone's daily routine and know the order of his/her activities.			
I can listen to and identify someone's nationality.			

Reading	Student	Peer	Teacher
I can read a short passage that describes someone and identify the person described.			
After reading about someone, I can tell who, what , where from, and activities.			

Writing	Student	Peer	Teacher
I can write a short description of myself or a classmate.			

Culture	Student	Peer	Teacher
I can determine whether to greet someone formally or informally.			
I can understand some idiomatic expressions.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

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Figure 56 - 6th Grade Checklist. Theme : Home Life

Name:______________________________Date: ______________________________

Partner's Name: ______________________________

Instructions: Student: Place a "+" if you can do the following, and a "-" if you cannot.
Peer: Place a "+" if your partner can do the following and a "-" if your partner cannot.

Speaking	Student	Peer	Teacher
I can tell where I live.			
I can describe my family.			
I can tell how many members are in my family.			
I can describe my family members and tell their ages.			
I can tell my address and my telephone number.			
I can describe the rooms in my home/apartment.			
I can tell what I have in my room.			

Listening	Student	Peer	Teacher
I can listen to a passage about a family and identify its members and pets.			
I can listen to and understand the address and telephone number of a classmate.			
I can listen to a passage about a birthday party and identify who, what, when, and where.			

Reading	Student	Peer	Teacher
I can read a passage about a family and home, and can answer questions about it.			
After reading about someone, I can tell who, what, where from, and activities.			

Writing	Student	Peer	Teacher
I can write a short description of my family and my home.			

Culture	Student	Peer	Teacher
I can understand the differences in homes and home life in other countries.			
I can understand the extended family group.			
I can understand way children are named.			

Developed by Linda Simms, Northwest Middle School, Winston-Salem Forsyth Schools

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Figure 57 - Weekly Schedule of Events Checklist (HS)

Name:________________________Class:____________Date:_____________

	Student	Peers	Parents
Speaking/Writing			
- I can name the days of the week			
- I can give today's date			
- I can say the following things:			
I get up			
I take a shower/bath			
I eat breakfast			
I go to school			
I eat lunch			
I go home/to work			
I eat dinner			
I watch T.V.			
I go to sleep			
- I can list the different forms of transportation used during my daily activities			
- I can name the destinations (or locations) of my daily activities			
- I can tell how I get to school			
- I can express my daily activities using the expression "I'm going..."			
- I can write a daily/weekly schedule about my activities			
- I can write a letter to a friend describing my daily activities			
Reading/Speaking/Listening			
- I can read another student's schedule and discuss or compare our activities			
Culture			
- I can read schedules for buses, trains, airlines from Spanish newspapers and magazines			
- I can read T.V. schedules			

List 3 things that you are willing to reteach to other students.
1.
2.
3.

List 3 things that you would like to be re-taught by another student.
1.
2.
3.

Developed by participants in the AAA project

Figure 58 - Hispanic Art Checklist (Levels 3/4)

Name: ____________________ Class: __________ Date: ______________

	Student	Teacher
Listening I can identify a painting based on an oral description.		
Speaking I can describe orally a painting of my choice in Spanish, identifying the name of the work, the artist, the country and outstanding characteristics.		
Reading I can match a list of works of art with the artist as provided by the teacher.		
Writing I can place an artist on a timeline according to the century in which he/she lives. I can match an artist to his country. I can compare and contrast two artists of my choice according to their artistic style, subject and theme of their work and I can express my opinions/feelings regarding that work.		

Developed by participants in the AAA project

Tools to Use in Assessments

III. Self - and Peer Assessments

Self-Assessments

Self-assessments are valuable sources of information for the students and teachers alike. Self-assessments enable students to examine their own work and to reflect upon their accomplishments and progress in attaining the identified goals and objectives. Moreover, self-assessments help students develop the critical thinking and evaluative skills which are the basis for future learning. Self-assessments empower students by helping them take responsibility for their own learning.

Self-assessments can be carried out in a variety of ways such as the following:

- Checklists and rubrics
- Reflection pieces, learning logs, and journals
- Conversations, conferences, and interviews

1. **Checklists and Rubrics.**
   Checklists and rubrics are two of the possible means of engaging students in self-assessment. Both the checklist and the rubric can stand alone or can become part of a larger assessment component when they are entered in a portfolio. Additionally, students can be even more involved in self- assessment when they are asked to develop the rubrics.

   However, all students are not familiar nor comfortable with self-assessment and may need some guidance and modeling to help them proceed. This is especially true in the writing process when students are involved in revising and editing their own work because they have difficulty identifying their own mistakes. To lead students in their revision, the teacher may ask questions and may give clues.

   For this reason, students may benefit from the structure of checklists to guide them in revising and editing their own work.

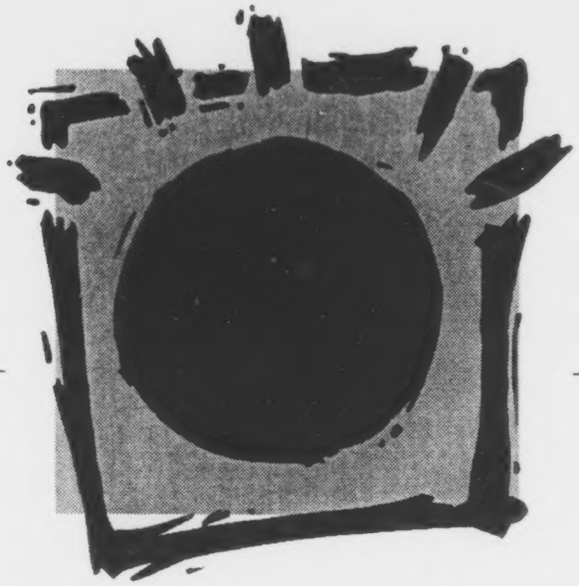
   Checklists can be generic and applied to a skill or can be tailored to specific assignments. Students who are first introduced to self-assessment benefit from more structured and specific checklists while students who are feeling comfortable with self-assessment have developed and internalized the necessary monitoring skills and thus need less guidance.

2. **Reflection Entries, Learning Logs, and Journals**
   Reflection pieces and learning logs are written entries in which students reflect on what they have learned and how they have learned it. Reflection pieces can take many forms and are useful tools for students of all levels to monitor themselves. They are an integral and possibly the most important part of a portfolio as they allow students to evaluate their own work, justify their reason for selecting specific entries, and set their own goals for improvement (see section on Portfolio, page 178 and Learning Logs and Journals, page 163 for additional information). The use of learning logs and journals is especially helpful to gain an understanding of the students' own view over their learning.

3. **Conversations, Conferences, and Interviews**
   Conferences and interviews can be used as a part of the assessment process. They can take place with student and teacher one-on-one, with several students, or even with the entire class. During conferences and interviews, students have an opportunity to talk about their own learning. To facilitate discussion, the teacher may want to ask some questions such as: "How did you prepare for this activity?" or "What would you do differently next time?" These questions help students reflect, redirect their own learning, and develop a sense of themselves as knowledgeable and skilled learners.

   Conferences and interviews may vary in their focus with each student in the class. During these interactions, student and teacher speak openly about the student learning goal, where the student is in reaching these goals, and what strategies may be implemented for meeting the goals.

   Conferencing is especially useful when it is conducted regularly throughout the year to monitor the student's progress and difficulty and to provide some feedback. In addition, it is extremely effective with students who are experiencing some difficulty and who may need individual attention.



Sample Self & Peer Assessments

Figure 59 - Class Participation Rubric (page 1 of 2)

Directions for Use

To Teachers:

It is strongly suggested that the teacher allow the class to go through the process of setting the rubric so that they will "buy into" it. The success of this assessment depends on the students' acceptance of this set of criteria and this process of accountability via self-evaluation. However it is likely that teachers will need to dictate certain "rules." You many want each student to think about these criteria individually first and then allow group discussions before reporting to the whole class.

Setting Standards for Daily Class Participation Grades with an Emphasis on Speaking the Language

To Students:

Many of you have already helped set standards or rubrics for achievement in various skills in other classes. You know that it is necessary to determine criteria for receiving certain grades. In the spaces below, please describe to the best of your ability how you think a good, mature student should perform daily in this class. You will be helping to set the performance standard for your daily class participation grade.

Look at the following criteria. Think about which ones should be considered in determining the description of each standard listed below. Some are negative and should be avoided. Some may not be appropriate for consideration in determining the grade. Which criteria are basic for building a successful year in this class?

Attentiveness
Use of hall pass
Preparation outside class
Attitude
On-task performance
Work from other classes
Distracting others
Listening
Communicating
Tardiness
Attendance
Others:

Bringing excuses for absences
Necessary materials
Homework
Responsibility
Leadership
Loud, boisterous behavior
Writing notes to friends
Monopolizing other's attention
Speaking the language
Contribution of special talents
Volunteering

Developed by the Winston-Salem/Forsyth team

Figure 60 - Class Participation Rubric (page 2 of 2)

Now write a brief narrative using the criteria in the previous page to describe what a student should do to attain each standard below. Bear in mind that a student should always try to do his/her best. Not trying is failing.

A plus day!
You really worked at your maximum potential for this particular day. In fact, you achieved well above your highest expectations.

B plus day!
The quality of your participation for the day was excellent, but didn't quite have that sparkle that makes it an A plus day.

C plus day!
The quality of your participation for the day was good, but you usually are able to reach a higher standard.

D day!
This just wasn't your day!

F day!
You did not try.

Developed by the Winston-Salem/Forsyth team

Figure 61 - Sample Self-Assessment Checklist

Check the box when you feel ready to be tested by your teacher

	Time , Price, and Shopping	**St**	**T**	**Date**
1.	I can ask what the time is I can say what the time is			
2.	I can ask how much something costs I can say how much something costs			
3.	I can ask for three items in a shop			
4.	I am familiar with Spanish/French/German currency			
5.	I can ask what others do with their money I can say what I do with my money			
6.	I have designed and labeled a shop window			
7.	I can read a list and select the objects corresponding to the items on the list			

My Assessment

I enjoyed:

I was pleased with:

I am good at:

I would like to improve:

I have also:

Teacher Comment

Parent Signature and Comment:

Figure 62 - Sample Self-Assessment Checklist for Family

Checklist for Description of Family

1. Do you have a title?
2. Have you named the persons in your family?
3. Have you included name, age, job, and brief description for each member?
4. Have you used complete sentences?
5. Have you checked for use of masculine and feminine?
6. Have you corrected errors in spelling, capitalization and punctuation?

Figure 63 - Sample Self-Assessment Checklist for Narrative Writing

Checklist for Narrative Writing

1. Does your story have a beginning, a middle, and an end?
2. Is the main idea clear?
3. Are there supporting details?
4. Are the events sequenced logically?
5. Have you varied your sentences?
6. Are you using complete sentences?
7. Have you corrected errors in spelling, capitalization, and punctuation?
8. Have you paid special attention to the use of the past tenses?

Figure 64 - Sample Self-Assessment Checklist for Writing

Name: ______________________________

Date: ______________________________

Title of Work: ______________________________

Attention to the task
1. I stated my purpose clearly
2. The information I gave is related to the topic
3. I gave a lot of information about the topic

Grammar (Accuracy)
1. I spelled words correctly
2. I checked punctuation
3. I verified agreements (subject-verb, adjective-noun, article-noun)

Vocabulary
1. I used descriptive words
2. I used new words
3. I did not use English words

Cohesiveness of Discourse
1. I used a title
2. I used a beginning, middle and end
3. I organized my ideas

Comprehensibility of Communication
1. Two other students read my paper and made suggestions

Figure 65 - Self-Assessment Rubric for Being a Collaborative Worker

1	2	3	4
- I do not participate in the group. - I am disruptive.	- I work by myself and not with others. - I work a little, but I still disrupt group efforts. - I help to get the group off task by talking excessively about other topics. - I let other group members do more work than I do. - I rarely contribute to discussions. - I do not let others contribute to discussions because I feel I should do most of the work.	- I usually stay focused and on task. - I help other group members do the same. - I help all group members share tasks equally, listen equally, and participate equally.	- I can take on any role within group when necessary to complete the project. - I am a true team player because I help all group members share tasks equally, listen equally, and participate equally. - I stay focused on group project, and I help others do the same.

Developed by Information Technology Evaluation Services, NC Department of Public Instruction

Figure 66 - Self-Assessment Checklist. Summertime Fun (HS)

Name:____________________Class:_______________Date:___________

I CAN...

_____1. tell my friends where I am going.

_____2. tell what I am going to do.

_____3. list, orally and in writing, what I am taking on my trip.

_____4. ask another person what he/she is taking.

_____5. go to the store and ask the salesperson for what I need.

_____6. count money to pay for my supplies.

_____7. ask and give directions in case I get lost.

_____8. read a map.

_____9. listen to a weather report and understand what weather I may encounter.

_____10. send a postcard to my penpal describing what I did on my trip.

This was fun because____

____

This was hard because_______________________________________

____

If I could redo this activity, I would______________________________

____

Parent Signature:_________________________

Developed by participants in the AAA project

Figure 67 - Student Self-Assessment of Foreign Language Performance for Lessons 3, 4, and 5

Name:______________________________Grade:____________________

I CAN DO THE FOLLOWING	Agree	Somewhat	Cannot
Speaking and Listening:			
I can use the verb ir, and tell where someone is going, the form of transportation and at what time.			
I can listen to a discussion about the location of places and answer questions giving locations.			
I can describe family members, using possessive adjectives, family nouns, and descriptive adjectives.			
I can tell my likes/dislikes to others using the verb gustar.			
I can describe myself or someone telling age, origin, feelings, and physical characteristics.			
I can identify the use of the verbs, ser and estar, and conjugate them correctly.			
Reading:			
I can read a schedule in Spanish and answer questions about it.			
I can read short dialogues and answer questions to demonstrate understanding.			
Writing:			
I can write a weekly schedule, describing my daily activities.			
I can write sentences describing where I am or where someone is going.			
Culture:			
I have knowledge of and can discuss cultural and historical aspects of Puerto Rico and the Dominican Republic.			

Instructions: This is your personalized self-assessment of what you have accomplished at this point in your study of Spanish. Go through this checklist and determine what you can successfully do and where you need improvement.

Developed by Charles Nichols, Eastern Wayne High School, Wayne County

Figure 68 - Self-Assessment Checklist. My Typical Daily Routine Paragraph

Name: ____

Class:_______________________Date:____________________

Before you hand in your paragraph describing your typical daily routine, read through the checklist below. On the space provided, initial each statement that you feel describes your work. Give reasons for any of the items you cannot initial. Attach this sheet to your letter.

_____I wrote my paragraph all in Spanish.

_____I wrote a first draft.

_____I showed my first draft to my partner __________on ________ for suggestions.

_____I used some of my partner's suggestions.

_____I rewrote my paragraph.

_____I headed my paper properly.

In my paragraph I included:

1.____the day of the week.

2.____at least ____sentences.

3.____at least____different reflexive verbs.

4.____I wrote about my activities in order, indicating the time of day.

5.____I used the proper reflexive pronoun in its proper position.

6.____I checked subject-verb agreement.

7.____I checked my spelling.

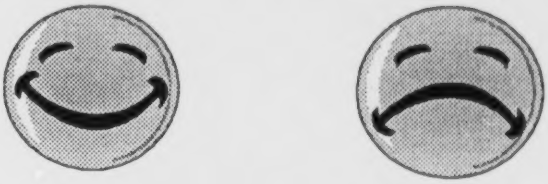
8.____I wrote neatly and legibly.

Developed by participants in the AAA project

Figure 69 - How Well Did I Work in My Group Today?

Color the happy faces if you agree.

Color the sad faces if you disagree.



1. I solve problems better when I work with a group than when I work alone.

2. I shared my ideas with my group.

3. I listened to the ideas of others in my group.

4. I told others in my group when I liked their ideas.

5. I can explain the problem my group worked on and the answer to others.

Source: Creating 'Effective' Student Assessments.

Figure 70 - Sample Learning Log

Name:__________________________**Week of:**________________

In the foreign language class, this week....

1. I learned...

2. I used the foreign language outside of the classroom, for the following purposes...

3. I understood the following very well...

4. I am having difficulty with............because............

5. My plan for dealing with the difficulty I am having is...

6. What I like most about the class this week....

7. What the most frustrating thing about the class this week is...

Adapted from Chamot and O'Malley. The CALLA Handbook.

Figure 71 - Self-Assessment on My Small Group Behavior

1. I perform well in small group work when____________________

2. I don't perform well in small group work when____________________

3. In small group work I often____________________

4. In small group work I get upset when____________________

5. In small group work I help others by ____________________

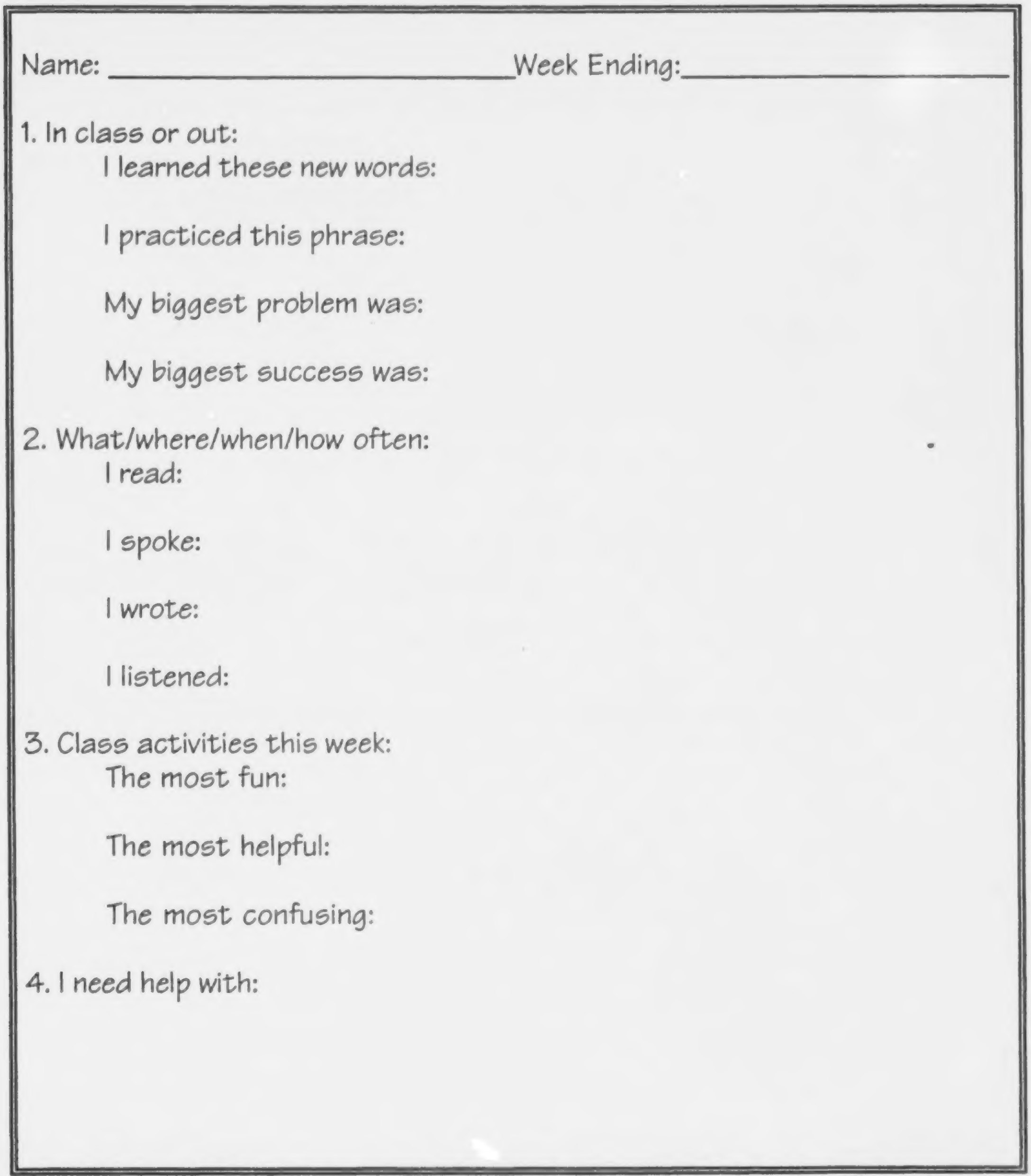
6. In small group work others usually respond to me with (by)____________________

7. Things I like to do or learn best in small groups are____________________

8. One piece of advice I have for the teacher when assigning me to a small group is ____________________

Developed by Neila A. Connors, Positive Connections.

Figure 72 - Weekly Foreign Language Evaluation Form



Name: ______________________ Week Ending: ________________

1. In class or out:
   I learned these new words:

   I practiced this phrase:

   My biggest problem was:

   My biggest success was:

2. What/where/when/how often:
   I read:

   I spoke:

   I wrote:

   I listened:

3. Class activities this week:
   The most fun:

   The most helpful:

   The most confusing:

4. I need help with:

Adapted from and ESL Evaluation Form by Dulany Alexander in "The ESL Classroom as Community: How Self Assessment Can Work." Adventures in Assessment, 1993.

Peer Assessments

Peer assessments involve students in the evaluation of each other's work according to a set of criteria. Peer evaluations are helpful in fostering the development of analytical and evaluative skills as they afford students the opportunity to see different approaches and to take into account different components.

The Wayne County middle school students were ready to do their oral presentation in front of the class and to be assessed by their peers according to a rubric. Their Spanish teacher was especially concerned about one student who had a speech impediment. After that student did his oral presentation in front of the class, the teacher reported that the other students were very fair in their assessment of his performance and were able to take into account all the criteria listed on the rubric and not concentrate solely on his speech.

Peer Editing

Peer assessment is especially helpful when students are engaged in the editing phase of the writing process. Peer editing fosters a non-threatening environment and encourages students to develop monitoring skills. However, one of the major concerns about peer editing is that lower level learners are not be able to find their own errors, much less those of their peers and at times they are unable to understand what other students have said and/or written. Another factor to consider is that students are often hesitant to criticize the work of their peers. For these reasons, teachers need to train students to critique each other's work and need to provide some structure to guide them in their review.

When students are reviewing a peer's writing, questions such as "Are there lines that are not clear?", "Tell the author two or three things you liked about the paper." or "Can you make one specific suggestion for improving the paper?" provide some guidance to students as they learn to become good critics.

Claire Gaudiani (1981) suggests *a class editing process* where more advanced students help one another improve their drafts through a series of "passes." Each week, a small group of students provides for all others a mimeographed copy of a first draft on an assigned theme. She suggests that the composition include a three-line triple space to allow for written comments. Following is a description of the process:

Figure 73 - Peer Editing

1. *Comprehension of meaning*
   Students listen as one of the students who wrote reads his/her composition aloud. Students ask for clarification of words and expressions.
2. *Correction of grammar*
   The teacher reads each sentence of the composition and asks the class and the author to provide needed grammatical corrections.
3. *Analysis/Prose/Style*
   Students read the composition another time and look at specific aspects such as paragraphing, use of topic sentences, etc.
4. *Overview/Synthesis*
   Class offers general comments on the effectiveness of the composition as a whole in communicating the message.

Students may work on writing samples provided from outside their own group thus eliminating the reluctance to critique the samples for fear of hurting a classmate's feelings. Another option would be to conduct this process with a smaller group composed of four or five students.

Another effective way to arrange careful editing is through "*clocking*" (source unknown).

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Figure 74 - Peer Editing

1. Students place blank sheets (or prepared check lists) on top of their composition so that the checkers do not write directly on their work.
2. Students are instructed to exchange papers in an orderly fashion (e.g., with the students in the row next to them).
3. Students initial the top sheet taking responsibility for what they are editing.
4. Students are instructed to look for a certain type of problem in the composition. They either note the problems they found or they write OK on the top page next to their initials.
5. Half of the students (e.g., every other row) move a seat. Students now have a new partner to exchange papers when instructed. They again initial the top sheet and look for the kind of error assigned this time. Some of the things to have students check range from "Does this make sense?" to subject-verb agreement, to proper use of tenses, or to spelling.
6. Students return the papers to the original writers who conduct the final edit, reviewing all comments made by their peers.

Another option to facilitate the editing process through peer evaluation is to provide a checklist to be filled by the peer evaluators or a form to guide their comments. Samples are included in the following pages.

Figure 75 - Peer Editing and Revising Guidelines

Edit #1 **Editor**______________________________

Content and Organization: Put a check next to each statement you find to be true of this paper.

______1. This paper covers the topic assigned or chosen.

______2. The main ideas are clearly stated.

______3. The ideas are organized logically and support is given.

______4. It is easy to understand what the writer is trying to communicate.

______5. Spanish is used throughout with no English words or "Spanglish."

If one of the above is not checked, please give the reason(s) below:

____

Please give at least two suggestions you feel would help improve this paper.

1.____

2.____

Edit #2 **Editor**______________________________

Mechanics: Put a check next to each statement you find to be true of this paper.

______1. Appropriate word choice (no English or "Spanglish").

______2. Correct subject/verb agreement.

______3. Correct adjective/noun agreement.

______4. Correct use of pronouns (subject, object, possessives).

______5. Correct use of definite/indefinite articles.

______6. Correct spelling (check dictionary!).

______7. Correct use of verbs and verb tenses.

______8. Correct punctuation (check by reading aloud).

Add any constructive comments or note any suggested revisions:

____

____

____

Source: Scott, Renée. "Changing Teachers' Conceptions of Teaching Writing: A Collaborative Study." Foreign Language Annals, p. 246, Summer 1995.

Peer evaluation is not limited to the use of checklists. It can take many other forms. It can involve students in giving a written feedback or it can take place during a conversation designed to provide feedback among peers. As noted previously, students must be aware of the ground rules when evaluating others and may need to be reminded of the process through modeling of appropriate behavior and comments.

Figure 76 - Peer Evaluation Form

Name:____________________________________Date:____________

Is the purpose clear?	YES	NO
Does it have a beginning, middle, and end?	YES	NO
Can I understand it?	YES	NO

One thing I like about this piece...

One thing I would change....

Figure 77 - Peer Assessment Rubric for Restaurant Skits

Student Name: ____________________ Date: ____________________

Skit

Criteria	1	2	3
Presentation	Read notes	Some notes	No notes used, fluent
Pronunciation	Poor, impairs comprehension	Some pronunciation errors but good overall	Almost no errors
Comprehensibility	Presentation makes no sense	Parts of the presentation are not clear	Presentation comprehensible
Preparation	Last minute effort	Needed more time to prepare	Well- organized and ready

Group Members Evaluation of Other Members in their Group (put an * next to your name and rate yourself as well)

Group Work

	1	2	3
Members	**Uncooperative**	**Slack**	**Fair Share**
1. 2. 3. 4.			

Written Presentation

	1	2	3
Neatness	Illegible	Barely legible	Clearly written
Readability	Spanglish	Grammatical mistakes impair comprehension	Almost no errors

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 78 - Speech or Oral Report Rubric for Peer Assessment

Student Name:

Body Language:
Presenter was:
- ☐ Very confident
- ☐ Somewhat confident
- ☐ Not at all confident

Eye Contact:
Established eye contact with the audience:
- ☐ Yes, consistently
- ☐ Yes, sometimes
- ☐ No, not at all

Introduction:
Captured the attention of the audience
- ☐ Very effectively
- ☐ Somewhat effectively
- ☐ Not at all effectively

Projection:
Strong:
- ☐ Yes
- ☐ No, needs improvement

Presenter Added Variety by:

Varying pitch:
- ☐ Yes
- ☐ No, needs improvement

Using descriptive/vivid words and phrases
- ☐ Yes
- ☐ No, needs improvement

Demonstrated Planning by:

Using visuals effectively
- ☐ Yes
- ☐ No, needs improvement

Using Notecards
- ☐ Yes
- ☐ No, needs improvement

Staying within the allotted time
- ☐ Yes
- ☐ No, needs improvement

Content:

Organized
- ☐ Very much
- ☐ Somewhat
- ☐ Not at all

Ending
- ☐ Very strong
- ☐ Somewhat strong
- ☐ Not at all

Answered questions from audience
- ☐ Very effectively
- ☐ Somewhat effectively
- ☐ Not at all effectively

Comments:

Source: Creating 'Effective' Assessments, 1996.

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Chapter 5 - Kinds of Assessments

I. Performance-Based Assessments

Performance tasks, presentations, products, investigations, projects, and original creations are important ways in which students demonstrate their abilities to make connections and to apply their skills and understandings. These assessments may take several days or even weeks to complete. They are often referred to as "authentic assessments" because they mirror expectations that students will encounter as adults. Sometimes classified as complex applications and other times separated into different assessment categories, these assessments share the similar aspect of students making connections and integrating their learning.

Proponents of these methods point out that the assignments mirror and measure what we say we value in education. They involve higher-order thinking and require that students be active workers not passive tests takers. They are said to be accessible to students with different learning styles, different backgrounds and experiences, and varying abilities. These assessments are more like learning activities than traditional tests. However, according to Lewin and Shoemaker, they differ from activities in two critical ways:

1. Tasks must clearly assess the targets being measured; that is, they must be valid.

2. Tasks must have clear scoring criteria, so that teachers can fairly, objectively, and, most important, consistently evaluate them; that is, tasks must have reliability."

Great Performances, p. 28.

Performance assessments range from tasks that can be completed in short periods of time to involved projects which take a number of days to complete.

Often students are able to become part of the process of clarifying the performance criteria and defining scoring rubrics. These attributes, which are viewed as advantages by some teachers, may be disadvantages in the eyes of others. Performance assessments do require a large amount of time to create and administer. Likewise, scoring of performance tasks can become very subjective if teachers are not explicit about the standards and careful in determining appropriate criteria for different levels of achievement.

The preceding section is reproduced from Classroom Assessment: Linking Instruction and Assessment, p. 52-54.

Determining the criteria in advance will impact onto the effectiveness of the performance. Clear criteria communicate to students what is expected of them and allow them to become self-regulated learners.

"Because these assessments have multiple dimensions, analytic rubrics are likely to be helpful in communicating expectations for quality work and successful achievement of the assignment as well as scoring the final results" (Classroom Assessment: Linking Instruction and Assessment, 1999, p. 54).

Figure 79 - Performance-Based Assessments

Constructed Responses	Products	Performances
• Short Answer Sentences or Paragraphs • Diagram • Web • Concept Map • Flow Chart • Graph/Table • Matrix • Illustration	• Essay • Research Paper • Log/Journal • Lab Report • Story/Play • Poem • Portfolio • Art Exhibit • Project • Model • Video/Audio Tape • Spreadsheet	• Oral Presentation • Dance/Movement • Demonstration • Athletic Competition • Dramatic Reading • Enactment • Debate • Musical Recital • Panel Discussion

Source: Creating 'Effective' Student Assessments. p. 17.

Characteristics of Good Performance Tasks

A good performance assessment task exemplifies the following characteristics:

- It has a meaningful context.
- It asks learners to create, perform, or produce something.
- It rewards skills development, creativity and linguistic accuracy.
- It assesses practical use of authentic items.
- It involves tasks that are communicative, not mechanical.
- It taps higher level thinking skills and problem-solving skills.
- It is ongoing throughout the year.
- It involves changes in instructional techniques which must be linked to changes in assessment.
- It explains the task, required elements and scoring criteria to the students before they begin the activity.
- It provides meaningful feedback to learners.
- It may involve self-and/or peer-assessment.

Source: A.S.A.P, Fairfax County Public Schools, August 1996.

Steps in Creating Authentic and Performance-Based Assessment Tasks

According to the Fairfax County Public Schools Publication A.S.A.P. Alternative Strategies for Assessing Performance, there are several essential steps in creating an authentic and/or performance-based assessment task.

1. Determine the purpose for the assessment. If the purpose is to place students at the right level of instruction, the assessment will be different than if the purpose is to diagnose the instructional needs of individual students.

2. Select the objectives of the assessment. Decide what you want your students to know or to be able to do. Choose whether you want to concentrate on one skill (writing, listening, etc.) or if you want to assess several skills at the same time.

   Selection of the objectives should always precede selection of the activity. It is easier to decide the specific task and to establish the scoring criteria once the objectives are clearly defined.

3. Design the task you want to use to have your students show their attainment of the skill(s) and appropriate content. Pay attention to creating an authentic task that students would actually do if they were living or traveling in the foreign country.

   Select a task that can be accomplished at many levels, so that it will be accessible to the full range of students in the classroom. Furthermore, tailor the assessment to show what you expect students to know. If you want to know that students have gotten facts, you can ask simple questions. However, if you want to know that students can infer, you will need to provide opportunities for students to elaborate in some way.

4. Think about the administration. Select materials, determine if items are to be done individually or in small group and for how long, determine how to collect responses - tapes, written responses, observations, etc. Provide an opportunity for students to be familiar with format (CALLA Handbook, p. 105).

5. Establish the scoring criteria for assessing student achievement. Think about the kind of performance you want to observe to see if it meets the objective. You may create your own scoring criteria. Also, you may want to have a self-and/or peer-assessment be part of your overall assessment.

6. Determine point values or grading scales for your scoring criteria. This may involve giving different weights to different criteria.

7. Interpret the results of the assessment activity according to the purpose of the assessment. Results can be used by students and parents to focus on areas for improvement. Since the assessment is broken down into specific criteria, students can see more clearly where improvements could be made. Also teachers can use the results to determine the focus of future activities.

Projects

Projects have always been part of the foreign language classroom. They enhance learning and are one way to accommodate the students' various learning styles and preferences. Projects can involve individual students, pairs, groups, as well as whole classes. They can be student-selected or teacher-prescribed and can include a wide variety of delivery ranging from scenarios, newspapers, audiotapes, news broadcasts, mock interviews, speeches, comedy sketches, dioramas, displays, songs, models, advertisements, brochures, bulletin boards, charts, illustrations, cartoons, and videos to the more traditional reports, essays, presentations.

Through projects students can present "complex information and engage in productive thinking, moving students beyond mere recitation of items learned by rote" (Curry-Samara Model for Developing Middle School Units, 1993). Projects are a kind of performance assessment in that they allow students to demonstrate what they are able to do with the target language.

Burke (1994) recommends introducing projects by providing samples of completed projects and by discussing why some samples are excellent and others not as good. After an examination of the projects, students can be asked to list the characteristics of each. This list of characteristics gives students the foundation for creating their own project rubric alone or under teacher guidance. In the beginning, students are not very sophisticated in their description of the characteristics; however, they do improve as they are exposed to additional models.

The characteristics (criteria) and their detailed description can guide the students as they evaluate their own projects or their peers'. Scoring criteria usually outline what is to be evaluated and how it is to be judged.

In Wake County, a parent complained about an assigned project and her child' grade on the project. The high school teacher sent home the project guidelines and the rubric which had been shared with the students at the beginning of the assignment and which had been developed specifically for that project. Once the parent was able to see the student's expectations and her child's performance in meeting these expectations, she could no longer make excuses for him.

Guidelines for Projects

Classroom projects can be more authentic with the following guidelines:

1. A variety of meaningful, long-term projects are used throughout the year.
2. Students are given some choices on the projects.
3. Students can use their multiple intelligences.
4. Learner outcomes are listed and monitored.
5. Students are provided opportunities to engage in problem solving, decision making, and other high-order thinking skills.
6. Specific criteria for the assignment are developed by the students and the teacher. Criteria for projects may include some of the following: timeliness, appearance, originality, quality, evidence of understanding, reflection, artistic presentation, transfer of skills, organization, richness of ideas, and presentation.
7. Due dates are listed (it might be better to assign due dates for parts of the assignment rather than just for the final due date for the entire assignment).
8. Students are given a chance to think about how they approach learning tasks and to communicate how they plan, monitor, and evaluate their thinking (reflection and metacognition).
9. Specific indicators under each criterion are used by students, peers, and teachers to assess the final project.
10. Teachers and student feedback is prompt, positive, and specific.
11. Students have a chance to share their work with others.
12. The student has an opportunity for self-evaluation.

Source: The Mindful School: How to Assess Authentic Learning, Revised Edition, by Kay Burke. Copyrighted 1994 by IRI/SkyLight Training and Publishing, Inc. Reprinted by permission of SkyLight Professional Development, Arlington Heights, IL. Web site: http://www.skylightedu.com

Sample Performance-Based Tasks

1. Given a French menu and 100 Francs, two students order two well-balanced meals, they demonstrate the proper way to eat in France, they ask for the bill and they estimate the amount of money included for the tip.

2. Following an introduction to televised news media. Students in groups of 4-5 are responsible for presenting a ten-minute news broadcast including the following: name of station, motto, logo, music, world news, local and regional news, commercials, weather, and sports. Newscast can be recorded or presented live.

3. Given a series of commands, the student performs the appropriate actions.

4. Given a map of a city (or of the subway), student A tells student B how to arrive at a specific location. Student B listens to the directions and indicates the directions by drawing arrows on the map.

5. Students create and illustrate their own pattern books to reinforce a special concept. They include an audiotape of themselves reading the story. Finally, they visit another school/class, read their story, and donate their book to the school/class.

6. Students prepare and present a *HyperStudio* or a *PowerPoint* presentation detailing how-to-do something. They present their information to the class which follows the instructions step by step.

7. Students are asked to show their comprehension of a reading passage (or of a concept) by illustrating that passage (or concept).

8. Students, alone or in pairs, create a pictograph or a graphic organizer to show important information and present it to the rest of the class along with an explanation of the information.

9. Following a study of a specific country, individual students choose one aspect of that country, research it, and present their findings to the class in a brochure, video, report, rap, or any other mode which has been agreed upon by student and teacher.

10. Students create a brochure about their town/ school to share with pen pals and/or new students in the school. (Students may want to share the finished brochure with the ESL students in their school.)

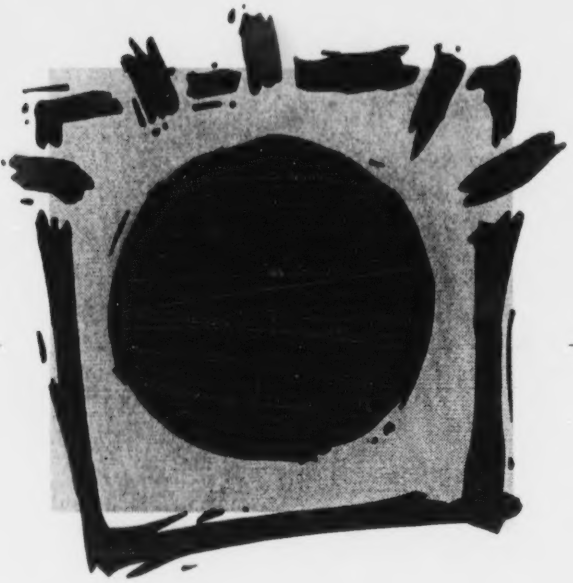
11. Students create, illustrate, and display the jacket for a book of their choice.

12. Students compare two concepts or two stories and draw graphic representations of the comparison.

13. During a primary social studies unit, students learn about Japanese culture by comparing it with their own culture. They look at food, holiday customs, dress, and education. After that activity, pairs of students select another country and another characteristic to expand their cultural matrices. Learning centers on various countries are set up around the room for students to use while gathering the information to fill in their matrices (Dimensions of Learning, p. 94).

14. To celebrate earth day, Spanish students in an elementary school devised a series of sentences describing that particular day. Then, they decorated brown bags obtained from a local grocery store. Finally, they returned their completed products to the local grocery store which used them in bagging groceries.

15. Students are asked to draw conclusions about languages they have learned or they are familiar with. They use an induction matrix to display their conclusions.



Sample Performance-Based Assessments

Figure 80 - Generic Rubric for Oral Performance

Student Name:________________________Date: ______________________

0

- No response
- Incoherent response
- Not understandable
- Information not communicated

1

- Very little information given
- Uses very little vocabulary
- Unnatural pausing
- Fragmented statements
- Barely understandable
- Few statements are structurally correct

2

- Some information given
- Uses limited vocabulary
- Pausing is evident
- Some parts are understandable
- Some signs of organization and structures in sentences

3

- Most information given
- Coherent
- Generally structurally correct
- Uses more vocabulary
- Very few pauses
- Most of the message is understandable

4

- All information is given
- Statements are coherent, grammatically correct, and organized
- Uses varied vocabulary
- Pauses seem natural
- Message is completely understandable
- Speech seems natural

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 81 - Generic Speaking Rubric

Effort

0 no effort to complete task
1 little effort to communicate
2 some effort to communicate
3 real effort to communicate
4 unusually high effort to communicate

Amount of Communication

0 no relevant information communicated by student
1 very little information communicated by student
2 some relevant information communicated by student
3 most relevant information communicated by student
4 all relevant information communicated by student

Comprehensibility

0 could not understand anything student said
1 could understand only isolated words
2 could understand short sentences
3 could understand most of what student said
4 could understand everything student said

Fluency

0 very many unnatural pauses, halting and fragmentary delivery
1 quite a few unnatural pauses, halting and fragmentary delivery
2 some unnatural pauses
3 few unnatural pauses
4 no unnatural pauses, almost effortless and smooth

Quality of Communication (Accuracy)

0 no statements are structurally correct
1 very few statements are structurally correct
2 structural problems and inaccuracies, although some statements are correct
3 most statements are structurally correct
4 all statements are structurally correct

Developed by Schultz and Bartz as adapted by Miller and Cole

Figure 82 - Generic Speaking Rubric

5
Message clearly communicated. Vocabulary control good. Able to circumlocute when necessary. Grammar correct in areas studies. No major patterns of weakness

4
Message almost entirely understood. Appropriate use of vocabulary. Grammar generally accurate with some minor errors. Lacks some words, may have to repeat some ideas to clarify.

3
Generally comprehensible. Gropes for vocabulary at times. Problems with any but basic structures. Message carried primarily by lexicon (vocabulary).

2
Miscommunicates often. Depends on listener for clarification. Puts across some ideas, but with difficulty.

1
Communicates barely. Great difficulty with structures. Most sentences are fractured and rendered by words rather than structures.

0
No show, no speech, no effort.

Developed by June Phillips, Tennessee Foreign Language Institute

Figure 83 – Generic Writing Rubric

1. Is generally incomprehensible. Gives incomplete, mostly inaccurate or irrelevant responses. Has very little grammatical control with serious errors in all structures. Employs very little vocabulary with formulaic language used inappropriately. Is mostly incoherent with no evidence of organization.

2. Is somewhat comprehensible. Gives a somewhat accurate/relevant response to some parts. Has limited grammatical control with many errors in basic, high frequency structures. Employs limited vocabulary. Is partly coherent or often coherent with little evidence of organization.

3. Is comprehensible. Gives a mostly accurate/relevant response to most parts. Has moderate grammatical control with few errors in basic, high frequency structures. Employs a vocabulary adequate for most topics with word choices and usage at times idiomatic. Is generally coherent and organized.

Source unknown

Figure 84 - Descriptive Writing Rubric

4.	* exhibits a strong command of descriptive writing * has an effective sequencing of description * has a sense of completeness * uses elaborate details
3	* exhibits a reasonable command of descriptive writing * is focused and has reasonable sequencing of description * needs additional details * is generally organized
2	* exhibits a weak command of descriptive writing * is generally focused but may wander * has many bare details
1	* exhibits a lack of command of descriptive writing * provides very few details; too vague * has severe language problems * has little sense

Developed by Durham County AAA participants

Figure 85 - Weather Forecast, Live or Video (4th or 5th grade)

Criteria	Rainy	Cloudy	Sunny	Super Hot!
Vocabulary	uses 1-2 weather expressions	uses 3 weather expressions	uses 4 weather expressions	uses multiple weather expressions and concepts
Information	unclear or inaccurate information	has some, but very limited knowledge of information	shows knowledge of basic information	culturally appropriate, accurate information
Preparation	needs more time to prepare	relies on note cards	most elements are prepared	individual is prepared/props and presentation are ready
Quality of Presentation	difficult to understand and to follow	some points still unclear	clear presentation	very clear, smooth, easily understood
Creativity	basic presentation	some original thought	very original	innovative

Developed by participants in the AAA project

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Figure 86 – Multiple assessments for 6th Grade Family Unit

6th Grade French Checklist "Ma Famille et Moi"

	Skills	Student	Teacher
1	I can introduce myself.		
2	I can introduce family members.		
3	I can ask somebody's name.		
4	I can ask who somebody is (directly or indirectly).		
5	I can tell my age.		
6	I can tell my family member's age.		
7	I can ask somebody's age.		
8	I can say where I live.		
9	I can say where my family members live.		
10	I can ask where somebody lives.		
11	I can describe myself.		
12	I can describe my family members.		

6th Grade French Rubric "Ma Famille et Moi" - Oral Presentation

	Vocabulary related to the family	**Additional details**	**Pronunciation**	**Presentation**
3	Talked about more than four members of my family other than self.	Gave more than one detail about each person.	A native speaker could understand presentation.	Looked like a pro!
2	Talked about two to four members of my family other than self.	Gave one detail about each person.	The teacher and peers understood presentation.	Needs to loosen up some!
1	Only talked about self.	Did not give details.	Only the teacher understood presentation.	Is there a scary animal in the classroom?
0	No response	No response	Nobody understood	Mute!

Developed by Anne Thibodeau, Canton MS, Haywood County

Figure 87 - Fashion Show Rubric

Group Members:____

CRITERIA	1 SCHOOL MODELING	2 AMATEUR MODEL	3 PROFESSIONAL MODEL
Pronunciation	4 or more mispronounced words	3 or fewer mispronounced words	All words pronounced clearly and understandably
Accuracy	Lots of mistakes interfering with comprehension	Several mistakes not interfering with comprehension	3 or fewer mistakes not interfering with comprehension
Clothing	No attempt to wear special clothes. Wear regular school clothes	Weak attempt to dress up	Special outfit or typical dress of a Spanish country
Accessories	No accessories	1 accessory	2 or more accessories
Completeness	Several missing requirements	1 missing requirements	All requirements included in presentation

Developed by Carmen Blakewood, Jacksonville Commons Middle School, Onslow County

Scale: 1 = 3 points each
2 = 5 points each
3 = 10 points each
0 = no participation
50 points = participation

Total 100 points

Figure 88 - Greetings and Introduction Dialogue Rubric

Student's Name: ______________________________

Criteria	1 Student Announcer (3 points)	2 Radio Announcer (5 points)	3 TV Announcer (30 points)
Pronunciation	Lots of mistakes in pronouncing words	Few mistakes in pronunciation	All the words are clear and correctly pronounced
Accuracy	Few answers correspond to the questions	Most of the answers match the questions	All the answers correspond to the questions
Creativity	Basic presentation	Mix some Spanish expressions and some English translations	Use authentic Spanish expressions

Developed by Carmen Blakewood, Jacksonville Commons Middle School, Onslow County

Scale:
1 = 3 points each
2 = 5 points each
3 = 10 points each
0 = no participation
70 points = participation

Total 100 points

Figure 89 - Presentacion Oral - Rubric para los "anuncios"

CRITERIA	4	3	2	1
MANDATOS	At least three command forms are used correctly.	At least two command forms are used correctly.	At least one command form is used correctly.	There are no command forms used correctly but the effort was there.
INFORMACION	There is extensive descriptive information (2). It is structurally correct (2).	There is extensive descriptive information (2) but it has structural inaccuracies (1).	Descriptive information about the product is limited (1) with structural inaccuracies (1).	There is almost no descriptive information about the product. Many inaccuracies make it incomprehensible .
PRONUNCIACION	Presentation is smooth (2). There are no glaring pronunciation errors (2).	Presentation is smooth (2). There are a few errors in pronunciation (1).	Presentation is halting (1). There are several pronunciation errors (1).	Presentation is so halting and pronunciation errors are so numerous that it is difficult to understand.
PRESENTACION	Props are included (2). The presentation delivery is animated and persuasive (2).	Props are included (2). The delivery shows limited animation or persuasion (1).	There are limited props (1). The delivery shows little animation or persuasion (1).	There are no props and the delivery shows no animation nor persuasion.

Developed by Pat Cotton, Apex HS, Wake County

The following grading scale insures that any student who shows evidence of preparation and gets up in front of the class and gives an oral presentation will have a strong chance or receiving a passing grade. This is the basic scale for rubrics with the general four by four criteria.

16 - 100
15 - 98
14 - 95
13 - 93
12 - 90
11 - 88
10 - 85
9 - 83
8 - 80
7 - 78
6 - 75
5 - 73
4 - 70
3 - 68
2 - 65
1 - 63

Figure 90 - Rubric for the Oral Presentation of Life after High School, Español III

Content *Information as outlined is included*	4 Position chosen clearly stated and backed up with abundant reasons and support.	3 Position chosen clear and adequate information to back-up and support reasons.	2 Position chosen not fully developed but several good points made.	1 Position chosen ambiguous and very few details to support it.	0 Nothing prepared.
Structure *Accurate use of the future, conditional and subjunctive as well as other review grammar structures.*	4 All necessary and review structures used accurately.	3 A few errors in necessary grammar structures and other review grammar they do not affect comprehensibility.	2 There are several structural inaccuracies throughout which have some effect on comprehensibility.	1 Structural inaccuracies are so numerous that there is little communication. Much of the presentation cannot be understood.	
Presentation *Animated and expressive delivery of material with accurate pronunciation and intonation.*	4 Material presented in a persuasive animated manner without pronunciation errors and with smooth valid intonation.	3 Presentation somewhat animated and persuasive but there are errors in pronunciation and/or intonation may be somewhat broken.	2 Presentation somewhat uneven with sufficient pronunciation errors to have a negative effect on communication and comprehensibility.	1 There are so many pronunciation errors and delivery is so broken and/or monotonous that very little communication or comprehension has taken place.	
Interaction *Exchange of information with students in the class.*	4 Presentation includes several opportunities to exchange information with the class. Participate well during most presentations.	3 Presentation includes some opportunities for interaction with the class. Have participated in some other presentations.	2 There are few opportunities for the class to interact. Have limited interaction with other presentations. 1 Only one of the requirements listed in 2 has been met.	0 There are no opportunities for the class to interact with presentation. No interaction with other presentations.	

Developed by Pat Cotton, Apex HS, Wake County Schools

Oral Presentation on Life after High School, page 2

Scale:

16 = 100 15 = 97 14 = 95 13 = 92 12 = 90 11 = 87 10 = 85 9 = 82
8 = 80 7 = 77 6 = 75 4 = 70 3 = 67 2 = 65 1 = 62

Choose a lifestyle to pursue as your choice after high school.

1. attend a university
2. get a job
3. travel for a year or so
4. enlist in the armed forces

Explain why this is the best thing for you to do. Include:

1. advantages and disadvantages
2. problems you may need to overcome
3. what, why, where, when, how much is the cost, how long
4. Ask for advice in resolving all problems

Use the subjunctive, the future, and the conditional as much as possible and be careful with all other review grammar structures. Try to include the class in your comments and in asking for advice and opinions.

Figure 91 - Picture Poem Rubric

Poetry that takes the shape of what the poem is about

1 point	2 points	3 points	
Folder Stuff	**School Newspaper**	**Nobel Literature**	***CRITERIA***
rush job	basic	multiple materials	***CREATIVITY***
no evidence of pre planning	draft only	evidence of brainstorming and draft	***PREPARATION***
inadequate	adequate	expanded	***VOCABULARY***
words only	phrases only	paragraph style	***LENGTH***
frequent errors/difficult to understand	understandable	easily understood	***PRESENTATION***

Developed by participants in the AAA project

Figure 92 - Monster Description/Comparative Project. Elementary Level

CRITERIA	THE TIMID GHOST	SPACE ALIEN	COUNT DRACULA
NUMBER OF CHARACTERISTICS	Uses 5 or fewer characteristics to describe their monster	Uses 6 or 7 characteristics to describe their monster	Uses at least 9 characteristics to describe their monster
AMOUNT OF LANGUAGE	Names parts, uses no verbs or numbers	Name parts, does not use verbs and numbers consistently	Name parts and uses verbs and numbers consistently
CORRECT DESCRIPTION MATCHES PICTURE	Student description of monster is generally accurate but with a number of inconsistencies	Student description of monster is mostly accurate except for a few minor inconsistencies	Student description of monster is entirely accurate with no inconsistencies
STUDENT PARTICIPATION	Student participates in the project but with reluctance	Student willingly participates in the project but dominates discussion, takes over, or doesn't carry his/her full share of the load	Student participates in the project as a full partner and carries his/her full share of the load

Developed by Joyce Lewis, Swift Creek Elementary, Wake County

Figure 93 - Family Tree Project

Criteria	An acorn 1	A seedling 2	A mighty Oak 3
Appearance	No branches on family tree	Shows correct family connections	Shows numerous correct family connections
Vocabulary	Little or no vocabulary used	Uses some family vocabulary correctly	Uses all family vocabulary learned correctly
Neatness	Needs a little more pruning	Good enough for the school hall	Ready for the museum
Creativity	Basic tree shape with basic information	Basic tree shape with a little more foliage	Original idea to display family members
Quality of presentation	Difficult to understand	Clear, but no additional information	Interesting because of additional information

Developed by participants in the AAA Project

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Figure 94 - *Generic Creative Foreign Language Project.*

Criteria	1	2	3
Relates to target language	Uses some vocabulary	Uses language to introduce the project	Language is an integral part of the project
Category-Art, Craft, Model, Game, etc.	Shows little knowledge of category	Chooses category that shows understanding	Category "shows off" expertise
Creativity of idea	Very familiar subject (e.g., Eiffel Tower)	Shows research to choose subject	Choice reveals knowledge of target culture
Completion of task	Appears unfinished	Project is complete but presentation needs improvement	Project is matted, framed, or displayed effectively

Developed by participants in the AAA project

Figure 95 - Piñata Project, Spanish 2

Nombre español:______________________________Nota:__________

Criteria	Obra de arte impresionante 3	Una buena obra de arte 2	Una obra de arte 1
Quality of Work	Going beyond the "extra mile", elaborate use of paper, color, design, neatness, and attractiveness	Neat, attractive, follows guidelines of piñata instruction	Simple in design with 1-2 sheets of paper or painted tin foil, cotton balls, etc.
Materials	Array of brightly colored paper, craft items such as unusual ideas for body parts, yarn, buttons, and bows	Use of required materials displayed in attractive fashion	Use of some required materials, piñata not well put together, wet, last minute effort
Creativity	Extremely eye-catching, original in design, colors, creative use with tissue, pertains to cultural perspective	Good in design and theme, good use of colors	Average in creative design, theme, and use of colors

Developed by J. Hathaway, DH Conley HS, Pitt County

Scale:
9=100
8=96
7=93
6=88
5=85
4=81
3=77
2=70
1=60

Figure 96 - Spanish Newspaper Project: Honors 3/4

CRITERIA	PULITZER PRIZE 3 PTS.	ON-STAFF JOURNALIST 2 PTS.	IN THE MAILROOM 1 PT.
Deadlines	Always on time	One deadline missed	More than one deadline not in to section chief
Quality of Writing	Ready for the presses, very little rewriting needed	Good start, but needs more development	Basic idea, needs great deal of development and rewriting
Accuracy	Perfect spelling and accents	3-4 spelling accent or typing errors	Numerous typing and spelling errors
Appeal	Fascinating to readers	Somewhat interesting; it is better than the textbook!	Boring and irrelevant to readers

Developed by Anne Borisoff-Rodgers, Pitt County Schools

A = 11-12 points
B = 9-10 points
C = 7-8 points

Figure 97 - Airport and Skit Project (HS)

1. Skit: students give outline of information to include.
2. Documents: (a) Passport, (b) tourist card, (c) ticket, (d) customs declaration, (e) boarding pass
3. Written copy of skit

33 points possible, will be converted to 100 pt. scale

SKIT	1	2	3
Presentation	Read	Some notes	Fluent
Pronunciation	Poor	Some errors but good	Almost no errors
Props	None	Few	Creative use of props
Comprehensibility	No sense	Needs work	Good
Completeness	Few questions addressed	Most questions addressed	All components addressed
DOCUMENTS	1	2	3
Completeness	2 documents	4 documents	5 documents
Accuracy	Many mistakes	Few mistakes	Almost no mistakes
Creativity	Only basic information	Some attention to detail	Very imaginative, colorful, authentic
Neatness	Sloppy		
WRITTEN SKIT	1	2	3
Neatness	Illegible	Barely legible	Very readable
Readability	Parts not in order	In order but needs work	In order, very easy to understand

Developed by participants in the AAA project

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Figure 98 - Traveling to Another Country- Final Project Rubric, 7th grade

	6-7 pts.	8-9 pts.	10 pts.
FINAL PROJECT	CANCELED FLIGHT	DELAYED FLIGHT	SMOOTH FLIGHT
Visual Presentation	Predictable/ basic presentation	Some original thought	Very original/ innovative
Materials/Props	Very few/ no cultural connections	Good, but not enough / some cultural connections	Uses culturally appropriate materials
Accuracy of Content	Has some, but limited knowledge of the information	Shows knowledge of basic information	Very accurate information
Completeness	Does not tie learned material together	Ties some of the learned material together	Ties all learned material together
ORAL PRESENTATION	CANCELED FLIGHT	DELAYED FLIGHT	SMOOTH FLIGHT
Presentation	Reads	Some notes	Fluent
Accuracy of Vocab. and Grammar	Uses little of learned vocab. and grammar	Uses some of learned vocab. and grammar	Good use of learned vocab. and grammar
Pronunciation / Comprehensibility	Difficult to understand	Clear presentation	Very clear, smooth, easily understood
WRITTEN DOCUMENTS	CANCELED FLIGHT	DELAYED FLIGHT	SMOOTH FLIGHT
Completeness	Has 2-3 documents	Has 4-5 documents	Has all 6 documents
Organization	Has very little in order	Somewhat in order, but needs work	In order, very easy to understand
Creativity	Only basic information	Some details	Very imaginative

Developed by Carmen Scoggins, Watauga County Schools

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Figure 99 - Traveling to Another Country - Final Checklist, 7th grade

Speaking/Writing	**Student**	**Classmate**	**Teacher**
1. I can name and write the days of the week and the months.	______	______	______
2. I can say and write the date.	______	______	______
3. I can write a postcard describing my activities.	______	______	______
4. I can express my daily activities using the expression "I 'm going to..." (ir + infinitive).	______	______	______
5. I can say and write the time.			
6. I can distinguish among the different time zones.	______	______	______
7. I can name all the clothes in my suitcase.	______	______	______
8. I can name 10 cities in my country.	______	______	______
Reading			
1. I can read another group's schedule and discuss or compare our activities (itineraries).	______	______	______
2. I can read a weather forecast in F and C and pack appropriately.	______	______	______
Culture			
I. I can convert dollars into other currencies.	______	______	______
2. I can compare US culture with Hispanic culture.	______	______	______

Personal Input:

* I enjoyed this project because ______________________________

* I realized I am good at ______________________________

* I realized I need more help with ______________________________

Signature: ______________________ Date: ______________________

Teacher Comments: ______________________________

Developed by Carmen Scoggins, Watauga County Schools

Figure 100 - Latin America Project

CRITERIA	1	2	3
VISUAL AIDS			
Number of visual aids	none	1-2 visual aids	3 or more visual aids
Quality	no color not original all written	outline/report format only	captions with visuals
WRITTEN REPORT			
Title page	none	sloppy	clear and neat
content page	none	sloppy	clear and neat
Paragraph format	none	mixed	correct form with no errors
Spelling	more than 5 errors	3-4 errors	0-2 errors
Bibliography	missing	incorrect format	correct format
Grammar	more than 5 errors	3-4 errors	0-2 errors
ORAL PRESENTATION			
Volume	inaudible	needed prompts	loud and clear
Pace	too fast/slow	needed prompts	well-paced
Completeness	less than 4 topics	4-5 topics	6-7 topics
Organization	illogical	some errors in logic	logical
Concision	too many details/reads entire report/information not accurate	core information plus some extra details	core information on each topic

Developed by participants in the AAA project

Figure 101 - Rubric for Project on a Country

CONTENT	**30 pts.** All components are included, factually accurate and in complete sentences.	**27 pts.** Most of the 5 components are included, factually accurate and in complete sentences.	**24 pts.** Three to four of the components are included and factually accurate. There are a few fragments.	**21 pts.** One or two of the components are included. Information is mostly accurate. There are several sentences fragments.
LANGUAGE	**30 pts.** All required structures are used accurately.	**27 pts.** Most of the required structures are use accurately.	**24 pts.** Some of the required structures are use accurately.	**21 pts.** A few of the required structures are used accurately.
FORM	**20 pts.** There are 25 sentences and a Table of Contents. Pages are numbered. Project is exceptionally neat.	**18 pts.** There are at least 20 sentences and a Table of Contents. The pages are numbered.	**16 pts.** There are at least 15 sentences. There is a Table of Contents or the pages are numbered.	**14 pts.** There are at least 10 sentences. There is no Table of Contents. Pages are not numbered.
VISUALS	**20 pts.** The cover is colorful. All four of the required symbols are placed on the appropriate page. At least 75% of the pages have visuals.	**18 pts.** The cover is colorful. Three of the four required symbols are placed on the appropriate page. 50% to 75% of the pages have visuals.	**16 pts.** There is a cover identified. Two of the four symbols are appropriately placed. 25% to 50% of the pages have visuals.	**14 pts.** The cover is identified. Only one of the suggested symbols is appropriately placed. Fewer than 25% of the pages have visuals.

Developed by Pat Cotton, Apex HS, Wake County

Kinds of Assessments

II. Learning Logs/Journals

A learning log is a journal designed to develop reflection and self-monitoring skills. It can be used with students to give them some personal control over their own learning. In learning logs, students communicate how and what they have understood about a concept or a unit of study. They record data and reflect on what they have learned, what they still have questions about, whether they found the material easy or hard, what part they enjoyed the most, what frustrated them, how the information connects to other areas, and what questions they still have.

Students learn by describing their own learning processes. For example, in a foreign language class, students could conclude the lesson by entering the following in their learning log:

- Listing the key ideas and/or main points of the lesson
- Addressing what was easy or difficult and why
- Explaining how they will use that information

Other options involve the completion of statements such as those suggested by Fogarty and Bellanca (1987).

- One thing I'm excited about is...because...
- I hate it when... and when...
- This is like a movie I saw...because...

In their book Evaluating Literacy, Anthony, Johnson, Mickelson, and Preece recommend carefully suggesting prompts to help students become analytical about their "...own learning styles, approaches, strengths, preferences, and shortcomings." For example:

Preferences
The most interesting thing about... was...
My favorite part of the school day is when...
My favorite kind of question is the type that...
I prefer to work by myself on activities that...

Learning Styles and Strategies
When I have to do a project, the first thing I do is...
If I can, I try to avoid activities that...

I work best when...
When I don't understand something, I...

Strengths
I'm getting much better at...
One good question I asked (or thought of) today was...
One of the things I do best is...
I can help people in my class with...
I'm proud of the way I...

Areas in Need of Improvement
I need to work harder on...
I'm still not sure how to...
I need to get help with...
I wish I were better at...
The part I found the most difficult was...

Additionally, the authors recommend inviting the students to add prompts of their own.

The preceding section is an excerpt from Learning to Write - Writing to Learn, 1998, p. 101-102.

Learning logs and journals present many benefits to students and teachers alike. Some of the most obvious are:

- Students understand and remember key ideas and concepts.
- Students have more time to process information when they use the logs (this is especially beneficial for students who have special needs).
- Teachers are able to determine if there is some confusion about information.

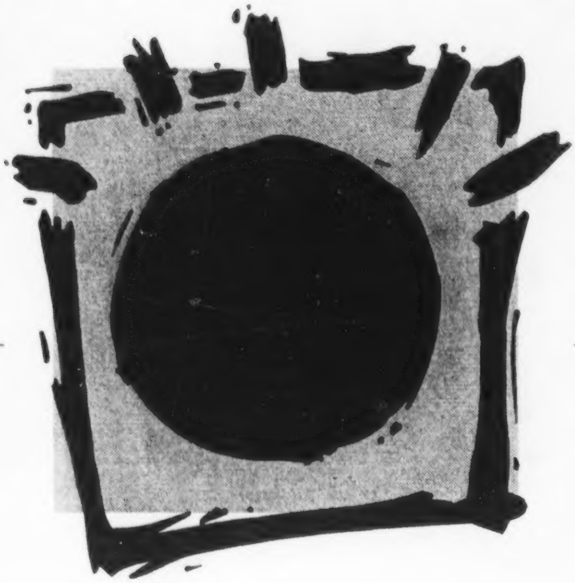
Figure 102 - Why Use Learning Logs

Why Should We Use Learning Logs and Journals?

Research by Brownlie, Close, and Wingren (1988), Jeroski, Brownlie, and Kaser (1990), Barell (1992) Costa, Bellanca, and Fogarty (1992) and others recommends using logs and journals on a regular basis in the following ways:

1. To record key ideas from a lecture, movie, presentation, field trip, or reading assignments.
2. To make predictions about what will happen next in a story, movie, experiment, the weather, or in school, national or world events.
3. To record questions.
4. To summarize the main ideas of a book, movie, lecture, or reading.
5. To reflect on the information presented.
6. To connect the ideas presented to other subject areas or to the students' personal life.
7. To monitor change in an experiment or event over time.
8. To respond to questions posed by the teacher or other students.
9. To brainstorm ideas about potential projects, papers, or presentations.
10. To help identify problems.
11. To record problem-solving techniques.
12. To keep track of the number of problems solved, books read, or homework assignments completed.

Source: The Mindful School: How to Assess Authentic Learning, Revised Edition, by Kay Burke. Copyright 1994 by IRI/SkyLight Training and Publishing, Inc. Reprinted by permission of SkyLight Professional Development, Arlington Heights, IL. Web site: http://www.skylightedu.com



Sample Learning Logs

Figure 103 - Sample Lesson Learning Log

Name:______________________________Date: ____________________

Class:____

1. Main ideas and/or concepts:

2. How and when I am going to use these ideas and/or concepts:

3. What I found difficult and why:

4. Questions I still have:

Figure 104 - Sample Lesson Learning Log

Name:______________________________Date: ____________________

Class:____

1. I enjoyed...
____

2. I am good at...
____

3. I was pleased with...
____

4. I found the following to be difficult...
____

5. I would like to be re-taught the following by a classmate...
____

6. I can explain the following concept to a classmate...
____

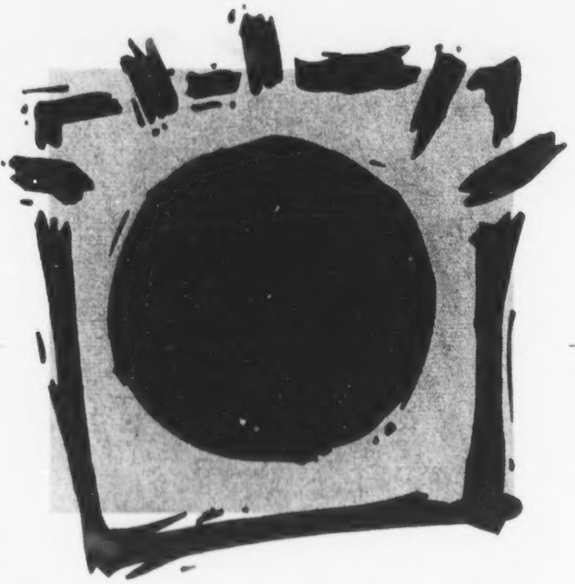
7. I am willing to demonstrate...
____

Chapter 6 - Assessment of Language and Technology

Often, when assessing a task or project which includes a technology component, the focus is placed solely on the foreign language aspect of the task. If teachers are serious about integrating technology within the foreign language class then the assessment of both of these components must occur. But first, they must formulate clear expectations on what students are supposed to be able to do linguistically and technically as a result of the task and/or project.

Once that determination has been made, a rubric with scoring criteria that outline what is to be evaluated and how it is to be judged is established. Teachers may create their own scoring criteria for assessing students' achievement. They may also want to have a self-and/or peer assessment to be part of the overall assessment. Teachers may choose to devise two rubrics, one for the language component and one for the technology component or may decide to address the two components within one rubric. Those criteria can then be used by students to guide them in addressing their task and may also be used to focus on areas for improvement since the assessment is broken down into specific areas. By looking at the rating on the individual criteria, students can see more clearly where improvements need to be made.

Giving the evaluation sheets (rubrics) at the onset of the task so that students can plan accordingly is especially effective. Students can follow the criteria from the rubric and can monitor their own performance in reaching these goals. The next few pages contain several sample rubrics addressing technology and foreign languages.



Sample Technology Assessments

Figure 105 - Presentation Rubric

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer any questions.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of the report.	Student maintains eye contact most of the time, but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members hear presentation.

Developed by Information Technology Evaluation Services, NC Department of Public Instruction

Figure 106 - Research/Knowledge Rubric

	1	2	3	Score X Weight	Total
Research Base	Sources less than required	Required numbers of sources	More than required number of sources	_____x 10	
	No variety of sources	Three types of sources	More than three sources	______x6	
	Does not follow citation format	Inconsistent use of citation format	Consistent use of format/error free	______x5	
	Blatant plagiarism	Inconsistent attribution	Complete/ appropriate attribution	______x8	
Knowledge Base	Lack of thesis statement and/or failure to provide explication	Unsupported thesis statement or inappropriate examples	Thesis statement adequately supported with explication	_____x10	
	Inadequate/ inappropriate conclusion	Conclusion does not synthesize information	Conclusion provides effective summation of all components	______x5	

Grading Scale

130 - A+
109 - B
88 - C
64 - D
44 - F

Developed by Information Technology Evaluation Services, NC Department of Public Instruction

Figure 107 - Hyperstudio Project - Computer Skills Rubric

Key	1=In Progress	2=Basic	3=Proficient

Content	Criteria	Rubric
Screen Design	• Type and fonts consistent. • Icons appropriate. • Button placement consistent. • Screen clear, uncluttered. • Graphics sized appropriately. • Text error free.	1. Can read screen; cannot navigate through program. 2. Can navigate program but screens are hard to read/cluttered. 3. Can navigate easily, screens clear and error free; creative and interesting.
Program Design	• Title page with copyright disclaimer if appropriate. • Bibliography screen is included at the end. • At least three branching opportunities. • No "dead ends." • Always return to menu.	1. No branching opportunities, credits or graphics. 2. Branching but some "dead ends." Credit screens complete and accurate. Some graphics, but several missed opportunities. 3. Program flows logically without dead ends. Graphics used at all appropriate points to support text. Credits error free.
Program Operation	• Buttons work an are clearly marked. • Menu and/or quit options on every screen. • Sound is clear/non distracting. • Icons intuitive. • Pictures/graphics/sound used all appropriate opportunities.	1. Program does not work. 2. Buttons work, but not always clearly marked; use of memo/quit options scattered throughout --not consistent. 3. Program works every item executed; flows easily and intuitively, sound/graphics are clear and appropriate.

Developed by Information Technology Evaluation Services, NC Department of Public Instruction, August 1996.

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Figure 108 - Sample PowerPoint Rubric for a Product Advertisement

Your Project	C	B	A	Total
Process	did not follow requirements	most requirements followed, not all	all 7 requirements completed	
Accuracy	many mistakes in vocabulary, spelling, grammar	some mistakes in vocabulary, spelling, grammar	almost no errors	
Accent Marks	missing	some errors	no errors	
Choice of Language	interference from English	good expression, slight English interference	appropriate target language expression	
Liveliness and Creativity	no creativity or design, little effort visible	creative, looks good; good use of design; obvious effort	"stunning" a beautify job	
Organization	poor opening and/or closing slides, order of slides are not logical	good opening and/or closing slides, order of slides is logical	great opening and/or closing slides, superb order of slides	
Presentation	unclear, too fast or halting expression	clear, well paced, some awkwardness of expression	flows very well, smooth, excellent ease of expression	
Your Goal	unconvincingly sold the product	good job of convincing	convincingly sold the product, won us over	
Slide Design	Type and fonts too cluttered, hard to read	Type and fonts not always readable and clear	Type and fonts easily readable and clear	
Graphics	Graphics too small/large, do not add anything to presentation	Graphics not always sized appropriately, at times detract from presentation	Graphics sizes appropriately, enhance presentation	
On Time	very late = -2pts	one day late = -1pt.	on time = 2pts.	

Adapted from a rubric by Diane Colozzi {ddcolozzi@worldnet.att.net}. "*PowerPoint Rubric.*" In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. March 18, 1998.

Chapter 7 - Portfolio Assessment

What is a Portfolio?

A portfolio is a purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress or achievement. A portfolio is different from a folder in that it includes:

- Explicit guidelines for selection
- Comprehensible criteria
- Clear objectives
- Selective and significant pieces
- Students' self-reflection pieces
- Evidence of student participation in selection of content

A portfolio can exhibit the student' s, progress, and achievement in several areas. The list below illustrates some of the items which might be housed in a student's foreign language portfolio to give a complete view of what the student knows and is able to do.

Figure 109 - Sample portfolio entries

work samples (graded and ungraded)
compositions/essays
tests
checklists
performances
videotapes
observations
self assessments
journals
pictures
projects
audiotapes
interviews
formal scores
student reflections

Because the purpose for a portfolio will determine some of the items to be included, teachers will want to customize portfolios based on their classroom needs.

Figure 110 - Pros and Cons of Portfolio Assessment.

Pros

1. Provides tangible evidence of the student's knowledge, abilities, and growth in meeting selected objectives which can be shared with parents, administration and others
2. Involves a considerable amount of student choice - student-centered
3. Involves an audience
4. Includes a student's explanation for the selection of products
5. Places responsibility on the students by involving them in monitoring and judging their own work
6. Encourages a link between instructional goals, objectives, and class activities
7. Offers a holistic view of student learning
8. Provides a means for managing and evaluating multiple assessment for each student. The portfolio provides the necessary mechanism for housing all the information available about a student's learning. It includes a variety of entries including test scores, projects, audio tapes, video tapes, essays, rubrics, self-assessments, etc.
9. Allows students the opportunity to communicate, present, and discuss their work with teachers and parents.

≠

Cons

1. Takes time
2. Present challenges for organization and management

What Are the Kinds of Portfolio?

Several kinds of portfolio can be organized. They are:

- Showcase (to display the students best work to parents and administrators)
- Outcome-based or assessment (to fulfill requirements and goals set by district)
- Working, process, or collection (ongoing, developmental)

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When to Start a Portfolio?

The Guide to Classroom Assessment suggests beginning portfolio assessment at the beginning of the year, reviewing the contents of each portfolio on a regular basis (every month or two), meeting with students on a regular basis to review and discuss each student's work (1-4 times a year).

Teachers implementing portfolio assessment for the first time, may want to start small the first year with one classroom or may want to limit the use of portfolio to the assessment of one goal or one skill.

Guidelines for Using Portfolios

⇒ Identify purpose

⇒ Select objectives

⇒ Think about the kinds of entries that will best match instructional outcomes

⇒ Decide how much to include, how to organize the portfolio, where to keep it and when to access it

⇒ Decide who selects the entries (the student, the teacher, both)

⇒ Set the criteria for judging the work (rating scales, rubrics, checklists) and make sure students understand the criteria.

⇒ Review the student's progress
Hold portfolio conferences with students to discuss their progress

1. *Identify Purpose*

Without purpose, a portfolio is only a collection of student work samples. Different purposes result in different portfolios. For example, if the student is to be evaluated on the basis of the work in the portfolio for admission to college, then, his final version of his best work would probably be included in the portfolio.

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In the foreign language class, portfolios can help teachers and students document growth over one year or over a period of several years. Furthermore they can facilitate the placement of students at the appropriate level once those students reach the next level of instruction.

Figure 111 - Purposes For a Portfolio - How could you use it?

Which of the following purposes are of particular importance for the portfolio system you are developing?

⇨ *To show growth and change over time*

⇨ *To show the process by which work is done as well as the final product*

⇨ *To create collections of favorite or personally important work*

⇨ *To trace the evolution of one or more projects/products*

⇨ *To prepare a sample of best work for employment or college admission*

⇨ *To document achievement for alternative credit for coursework*

⇨ *To place students in the most appropriate course*

⇨ *To communicate with student's subsequent teacher*

⇨ *To review curriculum or instruction*

⇨ *To conduct large-scale assessment*

⇨ *To evaluate Program*

⇨ *Other*

Northwest Regional Educational Laboratory, 1992.

2. Select Objectives

The objectives to be met by students should be clearly stated. A list of communicative functions can be included for students to check when they feel comfortable with them and stapled to the inside cover. Students would list the title or the number of the sample(s) which address this function. Columns can be included for self-assessment and/or for teachers to verify that competency.

Second language teachers can organize the portfolio in a variety of ways. They can be organized around the seven goals of the *North Carolina Second Language Studies Standard Course of Study*:

1. Interpersonal Communication
2. Interpretive Communication
3. Presentational Communication
4. Cultures
5. Comparisons
6. Connections
7. Communities

Portfolios also can be organized according to the five C's of the national standards or according to the selected objectives addressing one skill such as writing. The selected objectives will be directly related to the stated purpose for the portfolio. At any rate, teachers must ensure that classroom instruction support the identified goals.

Figure 112 - Sample Goals and Objectives for Year 1 - F. L. Study

COMMUNICATION	*I CAN*	*IN THE PROCESS*	*NOT YET*	*ENTRY #*
I can talk about myself, my family, and my classroom.				
I can meet and greet people.				
I can talk about time, weather, transportation, and travel.				
I can express likes and dislikes when asked.				
I can write simple sentences in present tense.				
I can write about myself.				
I can understand menus, schedules, timetables, signs, and maps.				
I can communicate with a native speaker regarding an event.				
I can use computers to write and get information.				

CULTURE	*I CAN*	*IN THE PROCESS*	*NOT YET*	*ENTRY #*
I know about the holidays, customs, recreation, foods, and art forms.				
I can compare and contrast what people do in the US and in the cultures I am studying.				
I participate in a variety of cultural activities.				

CONNECTIONS	I CAN	IN THE PROCESS	NOT YET	ENTRY #
I can use some of what I study in my other classes in my foreign language class.				
I use some of what I study in my foreign language class in my other classes.				
I can use graphs, charts, or diagrams to explain something I learned in the foreign language.				
I can use the language to share with others what I know and can do.				
I can read, listen to, and view works of literature and the arts in the language I am studying to describe everyday life.				

COMPARISONS	I CAN	IN THE PROCESS	NOT YET	ENTRY #
I can identify and produce the sound patterns in my own language and in the target language I am studying.				
I can identify and use some of the vocabulary, idioms, and word order of my language and compare them to the language I am studying.				
I can compare cognates and false cognates.				
I can explain how languages change in different places and in different times.				

COMMUNITIES	I CAN	IN THE PROCESS	NOT YET	ENTRY #
I can use the language beyond the classroom.				
I can locate and communicate with people, and use information in the language by means of technology, media, and materials produced by the culture I'm studying.				
I can locate resources in the community to learn more about the language.				
I can find opportunities in the community to meet or interact with people who communicate in the language I'm studying.				

Adapted from Carmine R. Zinn, Supervisor of FL, Pinellas County.

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3. *Think About the Kinds of Entries That Will Best Match Instructional Outcomes.*

The following entries may be included:

- A table of contents (can be attached to left side of portfolio for easy reference) or teachers may want to give a complete list of all possible assignments that could be included and due dates.

Figure 113 – Table of Contents, Submitted by Nancy Delargy, Watauga County Schools

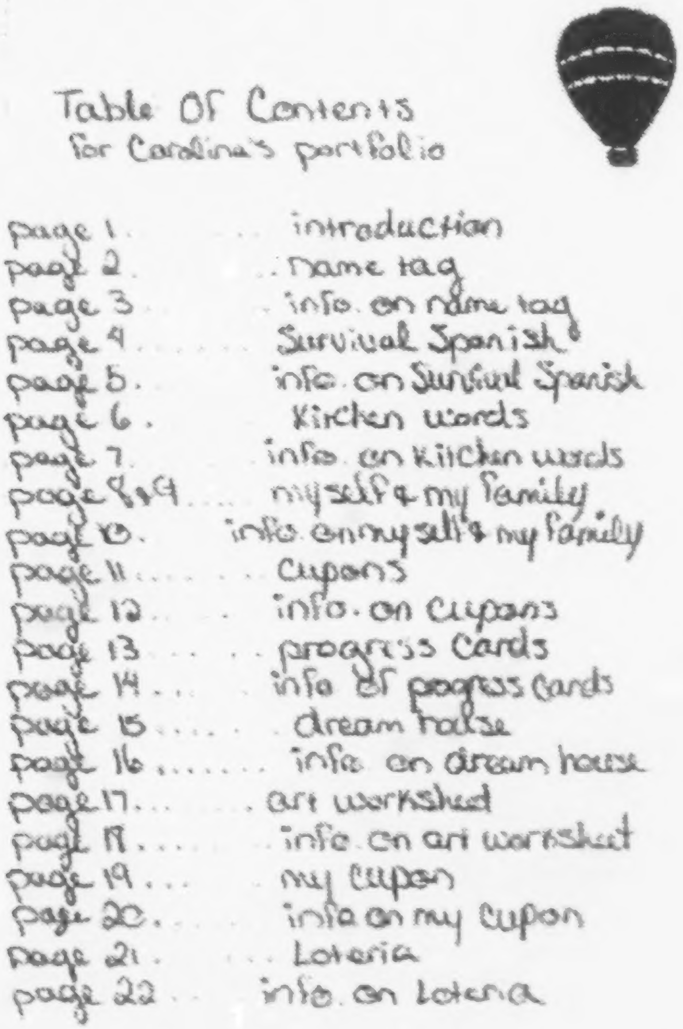

Table Of Contents
for Carolina's portfolio

page 1	introduction
page 2	name tag
page 3	info. on name tag
page 4	Survival Spanish
page 5.	info. on Survival Spanish
page 6.	Kitchen words
page 7.	info. on Kitchen words
page 8&9	myself & my family
page 10.	info. on myself & my family
page 11	cupons
page 12 ...	info. on cupons
page 13 ...	progress cards
page 14 ...	info of progress cards
page 15	dream house
page 16	info on dream house
page 17	art workshed
page 18	info. on art workshet
page 19 ...	my cupon
page 20	info on my cupon
page 21 ...	Loteria
page 22 ..	info. on loteria

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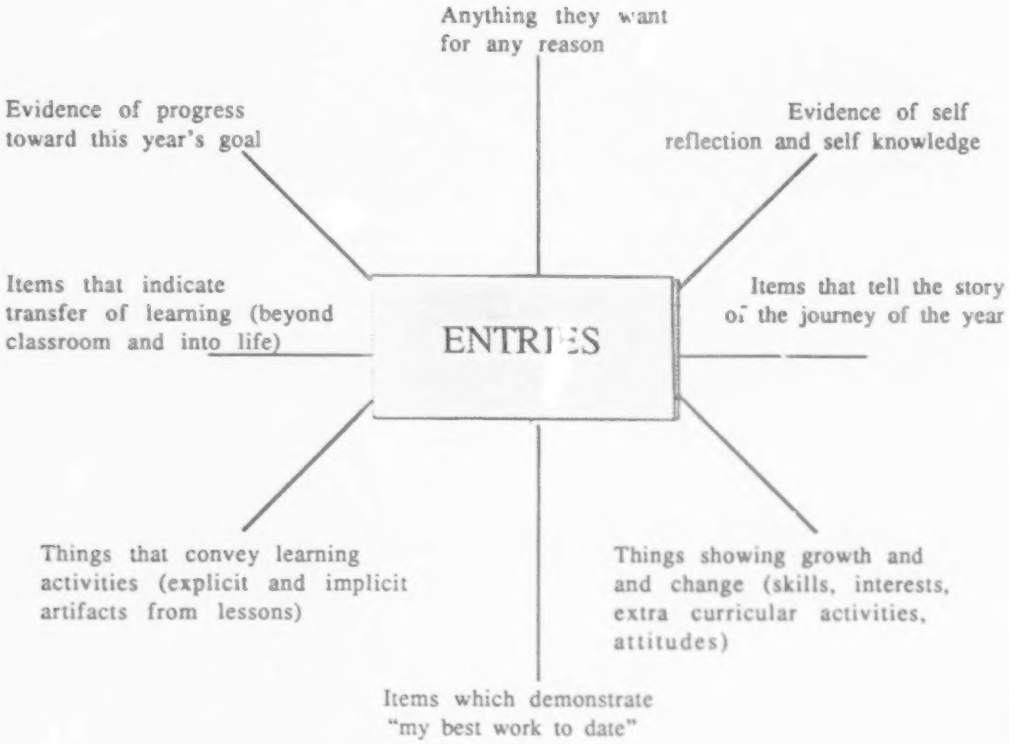
Figure 114 – Table of Contents, Submitted by Nancy Delargy, Watauga County Schools

In order from favorite to least favorite. . . .

- ⇒Mi Rutina Diaria
- ⇒El Rincon De Goya
- ⇒Senorita DeLargy's (worksheeet for el arte)
- ⇒Checklist for Unit on Family
- ⇒Mi Familia
- ⇒Mandatos
- ⇒Evita Movie Review
- ⇒Capitulo 4 Test
- ⇒Restaurant Quiz
- ⇒161 Currency Converter

- Student's samples such as cassettes (audio and video), essays, stories, themes, compositions, research papers, anecdotal information (logs, journals), work samples (including homework), projects or pictures (photos) of projects, tests, checklists, self analyses showing attainment of an objective (date), diaries, samples of conversations, grammar work, drawings, artistic projects.


Anything they want for any reason
Evidence of progress toward this year's goal
Evidence of self reflection and self knowledge
Items that indicate transfer of learning (beyond classroom and into life)
ENTRIES
Items that tell the story of the journey of the year
Things that convey learning activities (explicit and implicit artifacts from lessons)
Things showing growth and and change (skills, interests, extra curricular activities, attitudes)
Items which demonstrate "my best work to date"

- Pieces of which students are especially proud
- Reasons for selecting/including certain pieces. Evidence of student reflection (* most important piece, without it do not have a portfolio)

> This piece, I believe, is my best piece of work in my portfolio. I worked hard on it, and put down things that I thought that people might like to eat. I really like the cover of my menu. I am not exactly the best artist, but I took the time on designing the cover. It is interesting because it is not everyday you get to work at a Spanish menu.
>
> *Laura Jackson, Spanish II, Watauga County Schools*

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Figure 115 – Questions and Answers About Portfolio, Submitted by Nancy Delargy, Watauga County Schools

*** What makes this a good or interesting project?**
I get to reflect the items that I enjoyed and got a good grade on.

*** What is the most interesting part of this project?**
I liked my box the best.

*** What is the most difficult part of this project?**
Narrowing down only a few of my favorite items.

*** What did you learn?**
Spanish can be fun to learn instead of being bored all the time. You make class interesting and I want to learn.

*** What skills did you practice?**
Creativity, neatness, the quality should be good.

***How is this project different from or better than others in your portfolio?**
I had the opportunity to create my best work that I liked to do and have it reflect upon my grade.

- Guidelines for selection

  Guidelines for selection are helpful to students and provide direction on the kinds of information which can be included in a portfolio. These guidelines can be specific (e.g., you MUST include your family project) or can be broad (e.g., choose whatever you want for your portfolio as long as it addresses the objectives). More often teachers include structured guidelines (Students MUST include an autobiographical sketch) along with unstructured guidelines (Select one narrative or one piece you are especially proud of).

- Criteria for judging

  See pages 196-198 for information on criteria for portfolio assessment.

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Figure 116 -Sample Portfolio Requirements and Guidelines from the Edison NJ HS project.

Students MUST include:

a. table of contents
b. an autobiographical sketch written in the TL and designed to introduce the student to the reader
c. a heading (can be in English for levels I and II) to each of the sections or categories of portfolio
d. students' reflections on selected pieces (in English)
e. a summary statement at end where student describe how they feel about their portfolio
f. a graph of all tests and quiz scores
g. three pieces of work which have not been previously graded. (one of those can be the autobiographical sketch, another one is an oral entry, third determined jointly by T and student.)

Students include selected samples:

a. two oral pieces
b. two creative pieces (writings, art projects, skits, videos)
c. two text development pieces based on vocabulary and grammar of a specific lesson
d. two reading analyses

Figure 117 - Sample Portfolio Requirements from Claire Melville, MS teacher , Hamilton Wenham Schools, Mass.

I. Comments/Reflections/Goals
  a. introduction
  b. comment sheets by readers of your portfolio
  c. your reflection/self-evaluation form for each quarter

II. Projects
  a. Passport
  b. Me
  c. My family coat of arms
  d. Who is this? (including original and revised copies)
  e. For sale ad with picture

III. Quizzes/Tests
  a. two quizzes
  b. one oral performance grade sheet
  c. one skit grade sheet

IV. Homework
  a. four examples of daily homework
  b. one oral homework: grade sheet and cassette

V. Pen Pals
  a. one letter to and from you pen pal

VI. Other
Anything you would like to keep, that you are proud of, that shows what you have done this year, such as extra credit, peer tutor forms, photos, or other activities

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Figure 118 - Sample from Hopkinton Middle/High School Portfolio Project -Modern Language Department.

Grade 7 Portfolio: Some written components in the target language, self-assessment in English.

I. Written component

A. Contents
  1. Your best piece of creative writing (short story, fairy tale, poem, etc.)
  2. Your best descriptive paper
  3. Your best descriptive paper
  4. Your best cultural paper (in English)

B. Format: The portfolio will contain the following items **in this order:**
  1. Cover: needs to be attractive and include the following information: name of student, level of language study, school year, name of school, name of teacher
  2. Table of Contents
     a. Number all pages
     b. Prepare table of contents with title and type of work
  3. Portfolio Checklist
  4. Preface: in narrative form, reflect on the works you have chosen for this portfolio and give your reasons for choosing them (in English)
  5. Presentation of the works
     a. all final work is corrected and neatly presented
     b. all drafts are included.

II. Self-Assessment component

A. Evaluate your progress from the beginning of the school year to the present in the following areas:
  1. your ability to understand spoken language
  2. your ability to speak the language
  3. your ability to write in the language
  4. your ability to read in the language
  5. your ability to appreciate the literature and culture of the language

B. Evaluate your overall progress from the beginning of the school year to the present.

III. Comment component

A. Peer reaction
B. Parent reaction

Parent Signature/Date

Student Signature/Date

Figure 119 - Hopkinton Middle/High School Portfolio Project - Modern Language Department

Level 3 Portfolio: tape and written components in the target language, self-assessment in English

I. Tape component

A. Contents

1. Picture sequence	2 corrected recordings
2. Directed responses	1 corrected group of 3-4 recorded responses
3. Summary retelling	1 corrected recording
4. Reading/recitation	1 corrected recording

B. Format
  1. Each student will have his/her own tape.
  2. Each tape will be labeled with a dated Table of Contents.
  3. The tape will be rewound to the activity/exercise to be corrected.
  4. Each activity will begin with a spoken title and date.

C. Support Materials
  1. Copies of clearly titled picture sequences will be included in the portfolio.
  2. Copies of reading/recitation materials, including biographical information, will be included in the portfolio.
  3. Rubric for teacher feedback.

II. Written component

A. Contents
  1. Your best explication de texte on class reading.
  2. Your best piece of creative writing (short story, fairy tale, poem, etc.)
  3. Your best position paper.
  4. 2 selections of your own choice.

B. Format: the portfolio will contain the following items in this order:
  1. Cover: needs to be attractive and include the following information: name of student, level of language study, school year, name of school, name of teacher.
  2. Table of Contents
     a. Number all pages
     b. Prepare table of contents with title and type of work
  3. Portfolio Checklist
  4. Preface: in narrative form, reflect on the works you have chosen for this portfolio and give your reasons for choosing them.
  5. Presentation of the works
     a. all final work is corrected and neatly presented.
     b. all drafts are included.

II. Self-Assessment component

A. Evaluate your progress from the beginning of the school year to the present in the following areas:
  1. your ability to understand spoken language
  2. your ability to speak the language
  3. your ability to write in the language
  4. your ability to read in the language
  5. your ability to appreciate the literature and culture of the language

B. Evaluate your overall progress from the beginning of the school year to the present.

III. Comment component

A. Peer reaction

B. Parent reaction

Parent Signature/Date

Student Signature/Date

4. Decide How Much to Include and How to Organize

Teachers may want to spend some time going over the purpose of the portfolio at regular intervals with students to ensure that the selected pieces do address the purpose and the objectives. At regular times, ask students to go through their entries, to choose what should remain in the portfolio, and what could be replaced by another work which might be more illustrative of the objective(s). Other material no longer current and/or not useful to document student progress toward attainment of the objectives should be discarded.

Limit number of entries for practical reasons. Get students involved in organizing the portfolio by completing checklist for record keeping of things to include and by including the dates on all entries. Ask them to staple that checklist to the front of the portfolio so it will be easily found.

Where is it kept? How is it accessed?

Teachers need to think about the housing of portfolios. Will they be kept at school and if so where? at home? Wherever the portfolios are housed, they need to be accessible to maximize their use. Teachers may want to color code folders for each class using portfolios to facilitate their retrieval.

Will they consist of envelopes, folders, boxes? Some teachers are choosing manila envelopes or folders, others are giving students the opportunity to be creative by devising their own storage holders, and still others are using milk crates, bookshelves, mail trays.

A Richmond County teacher solved the housing dilemma by contacting her local pizza place who donated clean and empty pizza boxes for students to store the content of their portfolios.

Students in Watauga County chose a variety of containers for their portfolios and decorated them to reflect their personalities.

5. Decide Who Selects the Entries

Figure 120 - Who "Owns" the Portfolio?

In your portfolio system, who will select work samples for the portfolio?

Student only
Teacher only
Student and teacher together
Other:

How will storage and transfer occur, if at all?

Who will have ownership of the portfolio?

The student alone
The teacher alone
The student and teacher together
The school at which the portfolio is created
Parents
The student and parents together
The school at which the portfolio is currently stored and used
Other:

Who will have access to the portfolios?

The student and teacher who created it
Any teacher who needs/wants information provided by it
Counselors
Anyone in the school where the portfolio is housed
Anyone from the district who shares an interest in the student's educational welfare
Parents
Other:

From the Northwest Regional Educational Laboratory, 1992

What is the student's role?
The students' level of participation in the portfolio will be largely responsible for the success of the portfolio. For this reason, students must be actively involved in the choice of entries and in the rationale for selecting those entries.

- Selecting
  The students' first role is in selecting some of the items to be part of the portfolio. Some teachers give students a checklist for making choices. Others leave students utmost freedom in selecting their entries. At any rate students should include their best and favorite pieces of work along with those showing growth and process.

- Reflecting and self-assessing
  An essential component of self assessment involves the students in reflecting about their own work. At the beginning, students might not know what to say so teachers will need to model the kind of reflection expected from students.

> *This has been a really great year mainly because I am a senior but also because I had fun time in Spanish time. Classes are pretty great when you know you are not going to have to go in and do busy work all the time. This year in Spanish exemplified this. We were constantly doing projects instead of bookwork. Not only is this more fun, but it also helps us to learn better because we are going to remember it more easily. No one remembers anything when we do book work. Projects allow students to use their imaginations as well as learn at the same time which is a very good combination. My favorite project this year would have to be my Routine Diaria. My routine is included in this portfolio but my poster, regretfully is not. This was an excellent assignment because I got to work with computers, learn Spanish, and use my imagination all at the same time. The other projects I learned from as well but my routine really sticks out.*
>
> *Benjamin Welborn, Spanish II, Watauga County Schools*

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Another option is to provide some criteria for individual pieces; students can judge their work against the criteria. They can help develop the criteria and list some of the qualities that the work is supposed to illustrate.

What is the parents' role?
Parents should be informed early and often about the purpose, procedures, and benefits of portfolios and about the progress students are making. Some teachers send a letter home to parents to explain the new assessment and to outline students and parents' responsibilities. Some of the outlined responsibilities may include participating in student-led portfolio conferences, giving feedback to their child, and providing support for their child's effort and interest.

6. Set the Criteria for Judging the Work

Who evaluates the portfolio? Is it graded/rated? How?

There are two kinds of criteria needed at this point.

- criteria for individual entries (refer to the section on rubrics for details)
- criteria for the portfolio as a whole

Assessing the individual entries in a portfolio is different from assessing the portfolio as a whole. If the purpose of the portfolio is to show student progress then, it is highly probable that some of the beginning entries may not reflect high quality; however, over several months, the student may have demonstrated growth toward the stated objectives.

Criteria can be established by teachers alone and/or by teachers and students together. At any rate, criteria for evaluating the portfolios must be announced ahead of time. Possibilities of criteria include teacher evaluation and/or observation, student self-evaluation, peer assessment, and a combination of several teachers' comments. Following is a list of suggested criteria for a portfolio as a whole:

- variety - selected pieces display the range of tasks students can accomplish and skills they have learned.
- growth - student work represents the students' growth in content knowledge and language proficiency.

- completeness - student work reflects finished products.
- organization - students organized the contents systematically.
- fluency - selected pieces are meaningful to the students and communicate information to the teacher.
- accuracy - student work demonstrates skills in the mechanics of the language.
- goal oriented - the contents reflect progress and accomplishment of curricular objectives.
- following directions - students followed the teacher's directions for selecting pieces of the portfolio (i.e., if the teacher requested eight, the student provided eight, not six).
- neatness - student work is neatly written, typed or illustrated.
- justification or significance - students include reasonable justifications for the work selected or explain why selected items are significant

Figure 121 - Sample Criteria for Judging the Portfolio

Pride and Effort
The student has spent time and energy to make the portfolio meaningful, orderly, attractive, or creative. The reader sees a sense of ownership in the work and a desire to "invite" the reader into the portfolio.

Content
The content of the portfolio demonstrates not only mastery and competence, but an awareness of and striving for quality.

Evidence of Progress
The student has clearly learned and grown during the course of the instruction and the portfolio should reflect an increasing mastery, creativity, or complexity in the student work.

Evidence of Thinking/Problem-Solving
The student has demonstrated to the reader a thoughtful, reasonable approach to problems. The reader can understand how the student approached and tackled problems as well as the results of the problem-solving process.

Evidence of Reflection/Self-Evaluation
The student can articulately, rationally, and accurately describe her strengths and the weaknesses she needs to give further attention to, as well as giving concrete evidence and examples of how those strengths and weaknesses are manifest in her work.

Portfolio evaluation may include a holistic examination of the accumulated evidence; however, teachers must ensure that students are working towards reaching the stated objectives so that students receive assistance as needed. To facilitate this teachers may need to review the portfolio every six weeks or so to make sure students are making progress towards the objectives. Furthermore, teachers may want to include factors such as willingness to take risks with the language and achievement of preset objectives as part of their scoring criteria to help students monitor themselves.

Figure 122 - Benchmarks and Rubrics for Portfolio Evaluation

Benchmarks and Rubrics

0 Unacceptable
There are not samples of evidence from each required category (written, spoken and figure); each document does not have a caption; documents do not present an argument that communication has been learned; there is no final reflection.

1 Below Average Performance
There is not at least one example of each prescribed category of evidence; only some document have captions; evidence is structured as an argument, but it is not convincing; the final reflection describes the process of portfolio development but does not describe learning.

2 Acceptable Performance
There is a t least one example of each prescribed category of evidence; each piece of evidence has a caption; the evidence is put together to make a compelling argument that the student has become more proficient in communication; the final reflection reports what was learned during the process of portfolio development.

3 Above Average Performance
While there are examples of evidence from each category, there are categories of evidence that were not prescribed; each piece of evidence has a caption; the argument presented by the document is compelling; the reflective statement contains unanticipated insights into personal learning.

Angelo Collins and Thomas M. Dana. Using Portfolios with MG Student, 1993.

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Figure 123 - Sample Portfolio Evaluation - Hopkinton High School - Foreign Language Department

To the Student: I have reviewed the items in your portfolio and want to share with you my reactions to the work.

Teacher signature: ____________________________Date: ___________

_____4: Excellent to very good
_____3: Good to average
_____2: Fair to poor
_____1: Very poor
_____0: Not enough to evaluate

	0	1	2	3	4
1. Your portfolio contains all the required items.					
2. Your portfolio provides evidence of your progress in speaking the foreign language.					
3. Your portfolio provides evidence of your progress in writing in the foreign language.					
4. Your portfolio demonstrates accurate use of the foreign language.					
5. The items in your portfolio demonstrate the use of a wide variety of the vocabulary in the foreign language.					
6. When creating items in your portfolio, you have tried to use what you have learned in new ways.					
7. The items in your portfolio provide an accurate picture of your skills and abilities in the foreign language.					

Comments:
____
____
____

7. *Review the Student's Progress*

Teachers can hold conferences with individual students or with several students to review the contents of the portfolios and to see if they are making progress toward the objectives.

Conferences are especially useful to provide some insights into the processes and strategies students use during their foreign language learning experience. For this reason, teachers may want to include some questions to encourage students to think about their own learning.

Figure 124 - Sample Questions for Conferences

1. What do you like about this work?
2. What do you think you did well?
3. How does it show improvement from previous work?
4. Did you have any difficulty with this piece of work? Can you show me where? How did you overcome it?
5. What strategies did you use to figure out the meaning of words you could not read?

6 Are there things about this work you do not like? Are there things you would like to improve?

7. How did you approach this task?

A successful conference provides time for students to review their work and to comment on what they feel is important. Initially, students may feel uncomfortable with conferencing and may not provide useful feedback. However, with time and exposure, students gain ease and contribute valuable insights about their own learning.

Conferences can also be led by the students as they present their work to the teacher and/or to their parents. Some teachers set up parents' night for parents to come to the school and to participate in the portfolio presentation of their own child. For this activity to be successful, students need to have had previous experience with conferencing in their classes so that they can be clear on the purpose and the focus of the conference.

Classroom Implications

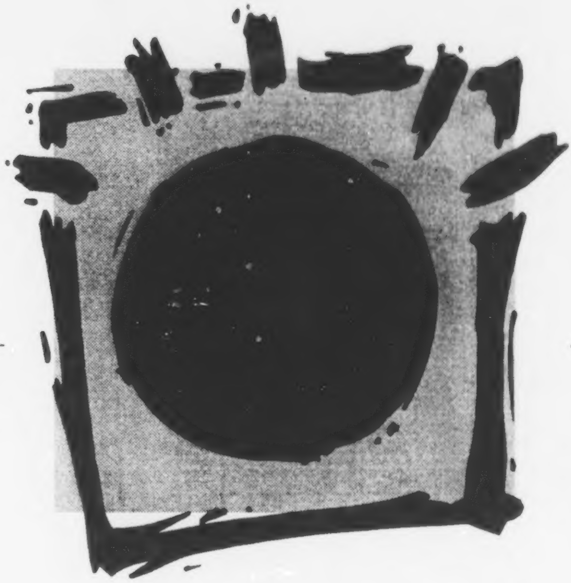
Portfolio should not be something extra to do beyond everything else but should be part of the day-to-day instruction. “At the classroom level, portfolios reflect instruction and activities in ways that externally-imposed assessment does not” (Authentic Assessment for English Language Learners, p. 37). When planning instruction, teachers can look at their current approaches and activities and identify those which lend themselves to authentic assessment and inclusion in the students’ portfolios. Unless the instructional activities are in place, students will not be able to produce needed evidence for their portfolio.

By ensuring that the portfolio reflects the classroom activities, instruction and assessment become closely linked.

When Portfolios Do not Work

Portfolios do not work when:

- they do not belong to the student
- the content is made exclusively by the teacher.
- students do not evaluate their work
- students do not have an opportunity to justify their contents
- they are used infrequently.



Sample Portfolio Forms

Figure 125 - Sample Portfolio Contents Form

Date	Name of Entries

Figure 126 - Portfolio Self-Evaluation Form

Name:________________________**Date:**___________________

Directions: Look at your portfolio as a whole. Determine what you think is good and what needs to be improved. Outline the steps you will take to implement the changes.

What is good:

What needs to be improved:

How I will implement the needed changes:

Figure 127 - Portfolio Assessment and Reflective Evaluation

1. Select 1 to 3 pieces in the file that represent your progress in class. Staple these papers to this sheet and explain below how these papers indicate this progress. Explain strengths and weaknesses as indicated in these papers.

2. List what you feel you have learned about the foreign language and/or culture during this time frame.

3. Comment on your contribution to your learning experience of this foreign language.

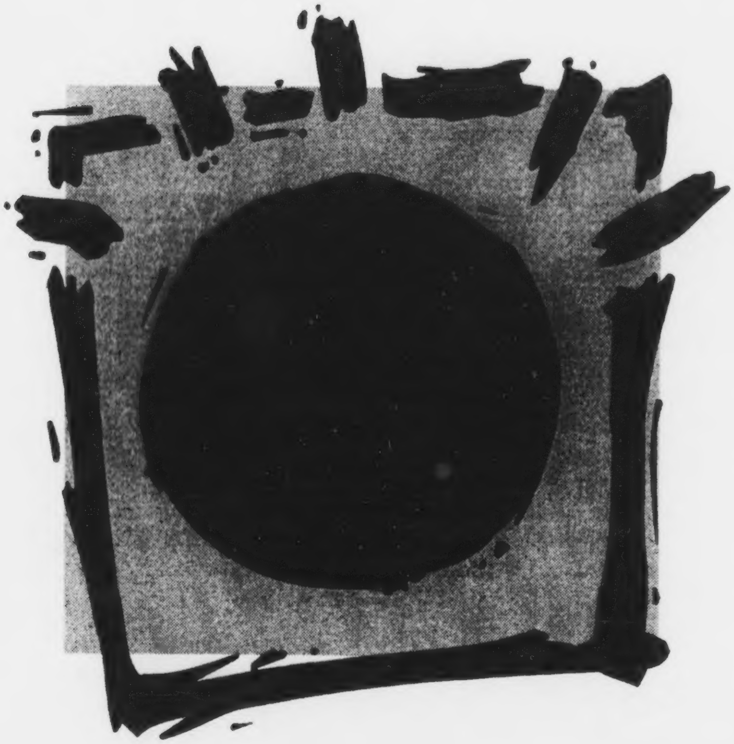
4. Comment on your audio-tape file. How do you feel it has contributed to your communication and/or pronunciation skills of foreign language?

5. What overall grade would you give yourself? Take into consideration, your preparation, attitude, motivation, and performance. Give reasons to qualify your answer.

Sample form developed by Evansville-Vanderburg School Corporation.

Assessment, Articulation, and Accountability

1999



Part Three: Articulation

Chapter 8 – The Challenge of Articulation

Articulation

Articulation is not a new issue in education but it is especially crucial in foreign languages. The advent of elementary programs and the restructuring of the middle schools several years back have revived and have placed a renewed urgency on that issue. Language study unlike most other disciplines is characterized by different entry levels and exit points, varying amounts of instructional time, and diverse programs. These concerns are heightened by the spiral and sequential nature of language.

What Is Articulation?

Articulation refers to the way in which parts are put together to make something whole. By putting the different parts together, the end product becomes one and displays cohesiveness. Therefore, the concept of articulation recognizes that sequencing and coordination of instructional goals need to be in place if the educational programs are to attain their goals.

However, for articulation to take place, there needs to be an understanding of the process and of how each part fits with the others. In reality, there are very few articulated foreign language programs in existence in this country and in many places, teachers at different levels do not have the opportunity to meet and work together. For this reason, proactive recommendations are needed from educators. Lack of articulation makes foreign language programs vulnerable and lacking credibility whereas well-articulated foreign language programs provide continuity, give teachers a sense of direction but, more importantly, provide students with appropriate transition from one level to the other to support the development of proficiency.

Heidi Byrnes in "Foreign Language Articulation from High School to the University" defines articulation in the following ways:

> A well-designed curriculum is articulated along three axes: *vertical articulation* refers to the continuity of a program throughout the length of the program; *horizontal articulation* targets the coordination of any curriculum across the many or several classes that are simultaneously attempting to accomplish the same objectives; and *interdisciplinary and multidisciplinary articulation*

address the capability of a second language as a school subject to associate with other disciplines in the curriculum (Lange, 1982).

Vertical Articulation

Vertical Articulation refers to how the specific goals can be attained. It subsumes that the specific goals have been determined and that they have been expanded by objectives. This part is often missing in language programs in the state. While teachers have access to the *Second Language Standard Course of Study*, the document is broad in its goals and objectives. It needs "to be expanded in the local curriculum to reflect the beliefs, policies, philosophy of the local school district in ways that best meet the needs of their specific student population" (*Second Language Standard Course of Study*, p. 2). Traditionally, it is at the local level that such components as content, topics, units, vocabulary, grammar, and culture are addressed in detail.

The first step to remedy this fragmentation is to bring teachers of different levels together and to get them to develop a local curriculum which is fully articulated and which addresses the span of their program.

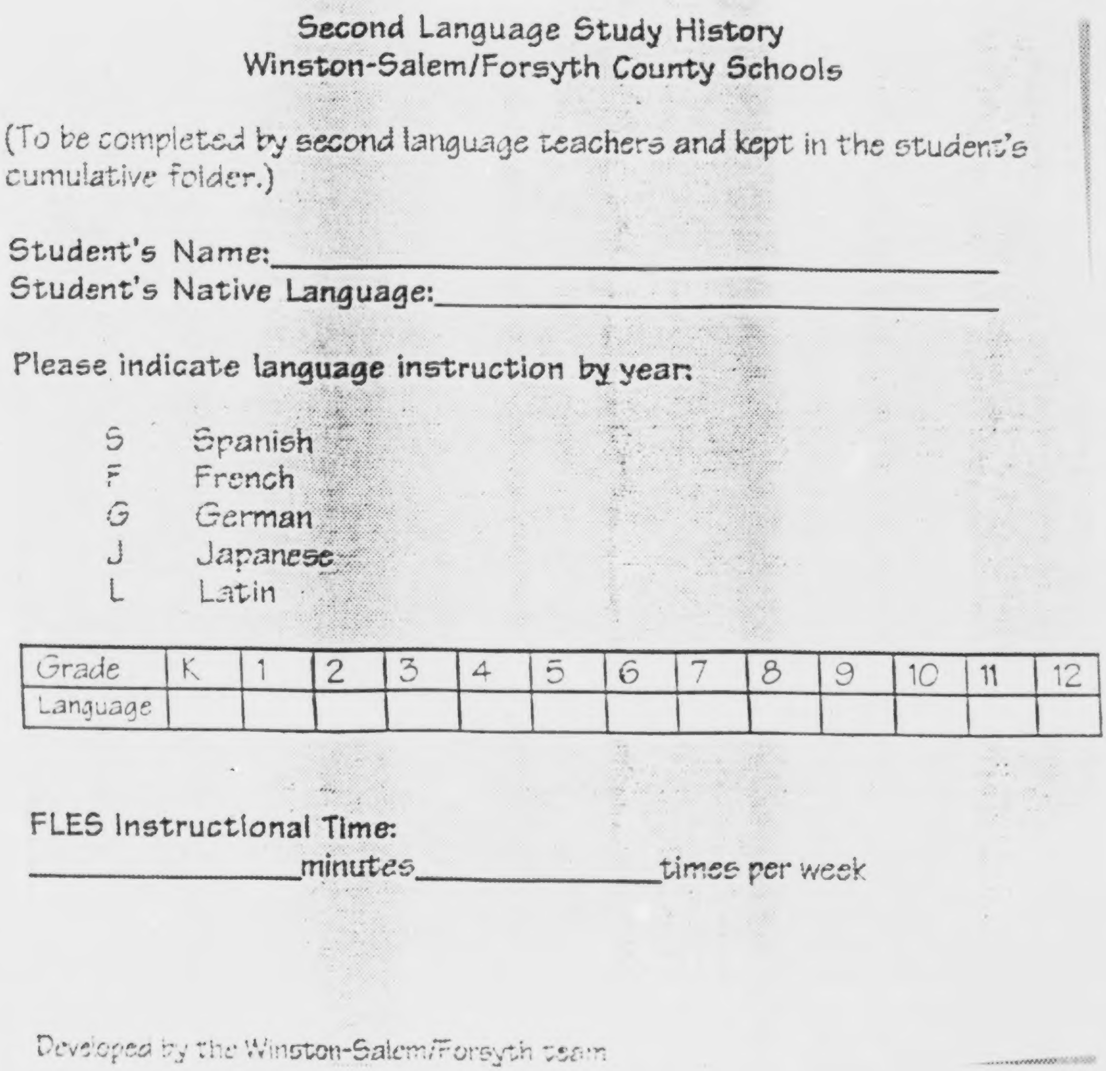
Teachers in Watauga County felt that the issue of articulation was problematic especially since they had no local curriculum. While there are very few teachers at the elementary level, the program was based on what individual teachers want to teach. In the event of a teacher's departure, there was nothing in place to outline specific objectives at each grade level. For them, the first step in articulating was to begin the development of the curriculum for grades 2, 3, 4 and 5 and to continue with the middle grade curriculum.

In order to facilitate her students' transition to high school, the middle school teacher in Onslow County, with the help of her middle school colleagues, devised a checklist for nine weeks exploratory foreign language program for all eighth graders going to high school (see p. 252 for checklist).

The Wake County team is looking at the development of a high school placement test for students coming from the middle grades.

In Haywood County, the issue pertained to the placement of students once they entered high school. Students had, for the most part, benefited from an elementary and a middle school experience, but there was a need to establish some criteria for high school placement. An old eighth grade placement test existed but did not reflect the middle school foreign language program. Middle and high school teachers met over the course of the project to outline the expectations for students entering a high school level II. A level I assessment in French and in Spanish resulted from these meetings (see pages 228-248 for assessment).

Because the Winston-Salem/Forsyth school system is a large one with a variety of languages and different instructional contact time, the team felt that one needed step included documenting which language students had studied, when they had studied it, and for how long. To help them with this documentation, they developed the *Second Language Study History* form to be included in the student's cumulative folder.



Second Language Study History
Winston-Salem/Forsyth County Schools

(To be completed by second language teachers and kept in the student's cumulative folder.)

Student's Name:____

Student's Native Language:________________________________

Please indicate language instruction by year:

S	Spanish
F	French
G	German
J	Japanese
L	Latin

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Language													

FLES Instructional Time:

_________________minutes________________times per week

Developed by the Winston-Salem/Forsyth team

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Horizontal Articulation

Horizontal Articulation within the program refers to what students are doing at that grade level. At the present time, within a school district and sometimes within a school, there is no guarantee that students at the same grade level or in the same courses are introduced to the same skills and content.

Furthermore, there is no guarantee that all the second language teachers within that school system adhere to one philosophy regarding the teaching of languages. When such situations are encountered, the resulting product is a fragmented program with no consistency and no system to take into account the students' previous knowledge.

One of the first steps to take is to encourage regular meetings of teachers to discuss grade expectations. Of course, to implement horizontal articulation, foreign language teachers must be in agreement on the content, skills, and language functions stressed at a particular grade level. Hopefully, teachers will have access to a locally developed curriculum which outlines these elements.

When first grade teachers in New Hanover County met to develop their progress checklists, they realized that there was no uniformity nor consistency within the different third grades in each one of the schools. For this reason, they began meeting regularly and developed four checklists (see checklists on pages 255-258) to correspond to their four yearly grading periods. The checklists they have developed outline a common set of skills and knowledge for all first grade students enrolled in the foreign language program. This kind of horizontal articulation facilitates the vertical articulation as students enter a different grade or a different school.

The assessments were given to the entire class. Some of the listening comprehension involved paper and pencil work, for example students were asked to "write a 1 under the picture of the table, or write the number you hear." This kind of assessment usually took about 10 minutes of the class time. For the individual oral component. The teacher and class played a game. The elementary teacher noted that a game was the only way to keep students interested and on task. For example, when assessing whether students could use greetings, she asked them to write their name on a slip of paper numbered 1 to 4 (or more). Each number represented a question (for the teacher's record keeping). For example, 1 would be, "What is your name?" 2 "How are you?" and so on. All the slips were collected and divided into two stacks and students were divided in two teams according to the stacks. Slips were chosen from each stack alternatively and the student whose slip was chosen was asked a question. A check mark or an X were written next to the corresponding number depending on the student's answer to that particular question and the slip went back to the end of the stack. At the end of the game, teacher and class counted how many checks each team had and the team with the most checks was declared the winner. This activity usually took one class period depending on the number of questions. The teacher found the students to be attentive and eager to participate.

At the end of the nine weeks, the checklist was completed and sent home to the parents. A letter introducing the program and listing students' expectations was mailed at the beginning of school.

A middle school teacher in Onslow County adopted the same approach. Prior to articulating with the high school, she felt an urgent need to convene her middle school foreign language colleagues for monthly meetings. During those meetings, middle school teachers across the district were able to discuss common concerns and to cooperate with one another on the development of their curriculum for the sixth grade level.

The Winston-Salem/Forsyth team had been hard at work on the development of their curriculum during the previous year. However, they were lacking the assessment component. For this reason, the team met on a regular schedule and devised a series of assessments (rubrics, checklists) to accompany the district-wide curriculum and to be shared with the receiving school. (see samples on pages 226-227, 248-251, 253-254).

Interdisciplinary/Multidisciplinary/External Articulation

External articulation looks at reinforcing what students are doing at that grade level in other disciplines. This kind of articulation is addressed in the national standards under the goal of Connections. It promotes uniformity across the grade. To find out what is being taught in other content areas, teachers can study the Standard Course of Study from other disciplines, they can send questionnaires to other teachers, or they can ask them directly. Another solution, involves posting a chart in a common area with the various disciplines and the month listed and asking individual teachers to write main concepts and/or topics relating to their own content areas.

Road Blocks to Articulation

As noted previously, there are many challenges in dealing with articulation. Participants in the *Assessment, Articulation, and Accountability* project identified roadblocks to articulation and suggested possible solutions.

1. Program Roadblocks

- Δ Scheduling (does not always take in consideration the students' previous language experience, varies a lot from school to school within a school system, scheduling at grade six is problematic)
- Δ No local curriculum (no hierarchy to determine goals and objectives)
- Δ Inconsistency of programs (many gaps and/or redundancy)
- Δ Lack of a textbook
- Δ Language courses denied to in-coming ninth graders
- Δ Choices of languages at the middle school prevent sequencing
- Δ Different ability grouping makes teaching difficult
- Δ Foreign language teachers not understanding nor valuing program at other levels (the blame chain)

Possible Solutions

- + Develop a local curriculum (the curriculum dictates what is taught not the textbook)
- + Develop flexible pacing guides as needed
- + Look at national and state document to establish common ground
- + Arrange meetings of K-12 teachers and/or of teachers assigned to the same level and agree on possible outcomes (write a CEU proposal)

+ Develop a newsletter for foreign language teachers within the school system (teachers sign up for writing the newsletter for a special month)
+ Develop and share scheduling guidelines and recommendations at the district and/or at the school level
+ Incorporate cooperative learning, group and pair work, to deal with students with different abilities and language levels
+ Visit different schools and classes or ask teachers to videotape some of their lessons for viewing by others

2. Outside Forces Road Blocks

Δ Foreign languages are not considered an academic course in the same way as reading, writing, and math and so do not get the necessary attention

Δ Pull outs (at elementary and middle school levels) disturb learning and teaching process

Possible Solutions

+ Focus on connections to other teachers and subject areas (to find out what is being taught across the curriculum, place a white board in central location with individual teachers listing topics and concepts to be taught)
+ Relate foreign language to school priorities and accentuate the similarities rather than the differences
+ Attend Board of Education meetings
+ Take part in school decision making
+ Communicate with guidance counselors

3. Teacher Road Blocks

Δ Lack of commitment to the program from the administration (especially for the elementary and middle school programs)

Δ Lack of a coordinator/spokesperson for the foreign language program at the local level

Δ Lack of communication with other foreign language teachers in the school system

Δ Lack of interest on the part of some foreign language teachers in the school system, accompanied by mistrust and resistance

Δ Lack of teachers

Possible Solutions

+ Design a plan for in-servicing and present to administration
+ Take a leadership role and draft meeting dates, times, and agenda for supervisor's signature

- + Give other teachers a role and responsibility in organizing meetings
- + Help new teachers, or first-year teachers by being their mentor
- + Agree on outcomes not on HOW to reach them when working with reluctant teachers
- + Tap into colleges and universities for support and potential teachers
- + Join professional organizations and report back to group
- + Open your classroom to observers and student teachers

4. Alternative Assessment Road Blocks

- Δ No system for placing students once they reach the high school level
- Δ Management of alternative assessments
- Δ Lack of time to develop and administer assessments

Possible Solutions

- + Share assessments with other teachers
- + Spot check. Not all students have to be assessed the same day on the same skills
- + Involve students in the development of assessment
- + Enroll students' assistance in keeping records (student of the week can rate the class's participation according to a 1-2-3 scale and back it up with examples)
- + Engage students in self and peer assessments
- + Include a variety of assessments

Issues to Consider in Articulation

1. Characteristics of staff. What are the teachers' attitudes? What kind of training have they had? What is their outlook on changing?
2. Look at the goals and nature of the programs
3. Flush out the expectations of the staff
4. Look at the nature of the learner
5. Look at the curriculum and methodology

The 6 Cs of Articulation

In a presentation on articulation, Dr. Al Rubio identified six "Cs" in dealing with articulation. They are:

1. *Common concerns.* From the beginning it is important to define clearly the task and to agree to find some acceptable path for reaching it.

2. *Colleagueship.* Teachers need to be supportive of one another and need to work in an environment where their views, expertise, and experience are respected and valued. They can agree to disagree.

3. *Cooperation.* Articulation is a cooperative endeavor. It involves many different people at many different levels. Teachers need to be able to work with one another to complete assignments and to contribute to group work.

4. *Compromise.* Through compromise teachers can design a plan that is acceptable to *all* parties concerned. There may be times when consensus building activities may be needed to end a deadlock.

5. *Commitment.* Teachers who are reluctant to change hinder the process for everyone else. It is important to seek the commitment of all persons affected by the changes.

6. *Constructive criticism.* Differences in philosophy and opinions must not be regarded as personal attacks on one's credibility, integrity, and ability. Criticisms must be placed in the proper perspective and must always be accompanied by suggestions for remedying the identified concern.

Statement on Articulation from the Coalition of Foreign Language Organizations

Our pluralistic American democracy and global society need citizens who can function in more than one language. All students, whether they speak English or another language, whether they will make the transition from school to work or from school to further education, should have the opportunity to become fluent and literate in a second language.

We affirm the long-standing conviction among language professionals that to learn a language in school, students need planned sequences of study articulated vertically, that is, through elementary, secondary, and postsecondary education, and horizontally, that is, connected to other fields. By building on prior learning, articulated programs make efficient use of time and money.

When foreign language education is organized in extended sequences of instruction, teachers are able to plan and implement the most effective curricula to enable students to become competent users of a second language.

Articulation takes place when language teachers

- communicate and collaborate across levels and among disciplines
- acknowledge common principles and common goals
- focus on the learner and the content of the curriculum
- take into account the variety of student accomplishments at elementary, secondary, and postsecondary levels

To facilitate collaborative efforts, educators can draw on many sources, such as

- discussions of good teaching practices
- curriculum frameworks that reflect a range of language learning purposes
- national standards documents
- performance assessment guidelines
- local, state, and regional guidelines, standards, and frameworks
- results of state and regional articulation projects
- state and federal education reform policies

We urge educators to work toward the goal of articulated sequences of foreign language instruction so that the American educational system can fulfill its responsibility to its students and to the nation

Members of the Coalition of Foreign Language Organizations

Sample Articulation Assessments

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Sample Assessments

- Winston-Salem/Forsyth Schools. Model for Final Assessment. High School Second Languages
- Winston-Salem/Forsyth Schools. 8th Grade Exit Assessments
- Haywood County Foreign Language Level I Checklist
- Onslow County Eighth Grade Checklist for Exploratory Students Going to High School
- Winston-Salem/Forsyth Schools. 5th Grade Exit Assessment
- New Hanover County Elementary Spanish Student Checklists

Figure 128 - Winston-Salem/Forsyth Model for Final Assessment
High School Second Languages (page 1 or 2)

Listening:
Theme: Community
National Goals: 1.2 Communication
2.1 Cultures
3.2 Connections
4.2 Comparisons

Students will listen to a description of a holiday tradition in the target language and answer 5 to 10 objective questions. Questions may be true/false, multiple choice or short answer.

Example: Listen to the following description of a holiday tradition in ___(country). Then answer the questions you hear by choosing the best response for each one. You will hear the selection and the questions (3) times.

Instruction to teacher: First read the selection at a normal rate of speed. Then read each question followed by the possible answer (if multiple choice). Repeat the entire sequence (3) times.

Communicative Component:
Theme: All About Me
National Goals: 1.1, 1.2 Communication
3.1 Connections
5.1 Communities

Example: At the doctor's office. You and a friend will role play a scene in a doctor's office. Decide which one will be the doctor and which one will be the patient. Prepare a conversation about a physical exam you will need to have in order to play sports at your school. The doctor will ask questions to establish the purpose of the visit and to determine something about the patient's medical history. The patient will also ask the doctor's advice about what to do to stay healthy.

Figure 129 - Winston-Salem/Forsyth Model for Final Assessment High School Second Languages (page 2 or 2)

Speaking Component:

Theme: School Life

National Goals: 1.3 Communication
4.1 Comparisons

Example: Give a __minute impromptu presentation describing a typical school day. Tell which courses you are taking and talk about your plans following high school graduation. Explain how these courses will help you achieve those plans. You may make a list of relevant vocabulary.

Reading/Culture Component:

Theme: World

National Goals: 2.1 Cultures
3.2 Connections
4.1 Comparisons
5.2 Communities

Example: Students will be given a reading selection in the target language about an event taking place in a country where the target language is spoken. Students will answer a variety of questions based on the reading: approximately 10 objective, 5 short answer and/or 3 brief discussion questions. At least one question should ask the student to express an opinion.

Writing Component

Theme: Home Life

National Goals: 1.2 Communication
5.1, 5.2 Communities

Example: Choose an older living relative whom you admire. Tell about their life-style, where they grew up, things they used to do and, what they are doing now. Explain why you admire the person. Describe the relationship you share with him/her.

Figure 130 - Haywood County Foreign Language Level I Checklist (p. 1 of 20)

	Student	Teacher
SPEAKING:		
1. I can greet others and introduce myself, telling my name, my age, my address, and my nationality.		
2. I can talk about my family using expressions of ownership.		
3. I can describe activities in my home or school.		
4. I can express likes and dislikes about food, sports, and/or leisure activities.		
5. I can talk about shopping and places in a town when given a picture prompt.		
6. I can narrate a simple story when given a choice of picture prompts.		
7. I can ask "who", "why", "when", "how", "what", and "how many" questions.		
8. In an extended conversation, I can talk about simple topics such as weather, well-being, time, calendar, and numbers.		
WRITING:		
1. Using correct grammar and spelling, I can write a paragraph about my family, my school day and/or my out-of-school activities.		
2. Using correct grammar and spelling, I can write a dialogue which includes greetings, expressions of courtesy, time, likes and dislikes, and descriptions of activities.		
3, I can write a story or a series of sentences describing a picture.		
READING:		
1. I can read a passage and answer questions in English and in the target language.		
2. I can find information from a variety of sources, for example: schedules, advertisements, and classified ads.		
LISTENING (TO A VARIETY OF SPEAKERS):		
1. I can respond to "how", "when", "where", "why", and "how many" questions.		
2. I can listen to a brief passage and answer questions in oral and written form.		
3. I can write simple dictated sentence almost accurately.		
4. I can respond to simple commands.		
CULTURE (IN TARGET LANGUAGE OR ENGLISH):		
1. I can identify and locate on a map countries in which the target language is spoken.		
2. I know cultural differences in schools and holidays of a target country.		
3. I can identify two foods unique to the target countries.		
4. I can tell when to use the formal and familiar forms of "you".		

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Appendix A

The following pictures can be used to check Speaking #6 and Writing #3 (p. 3, 4, 5, 6, 7, 8, 9, 10)

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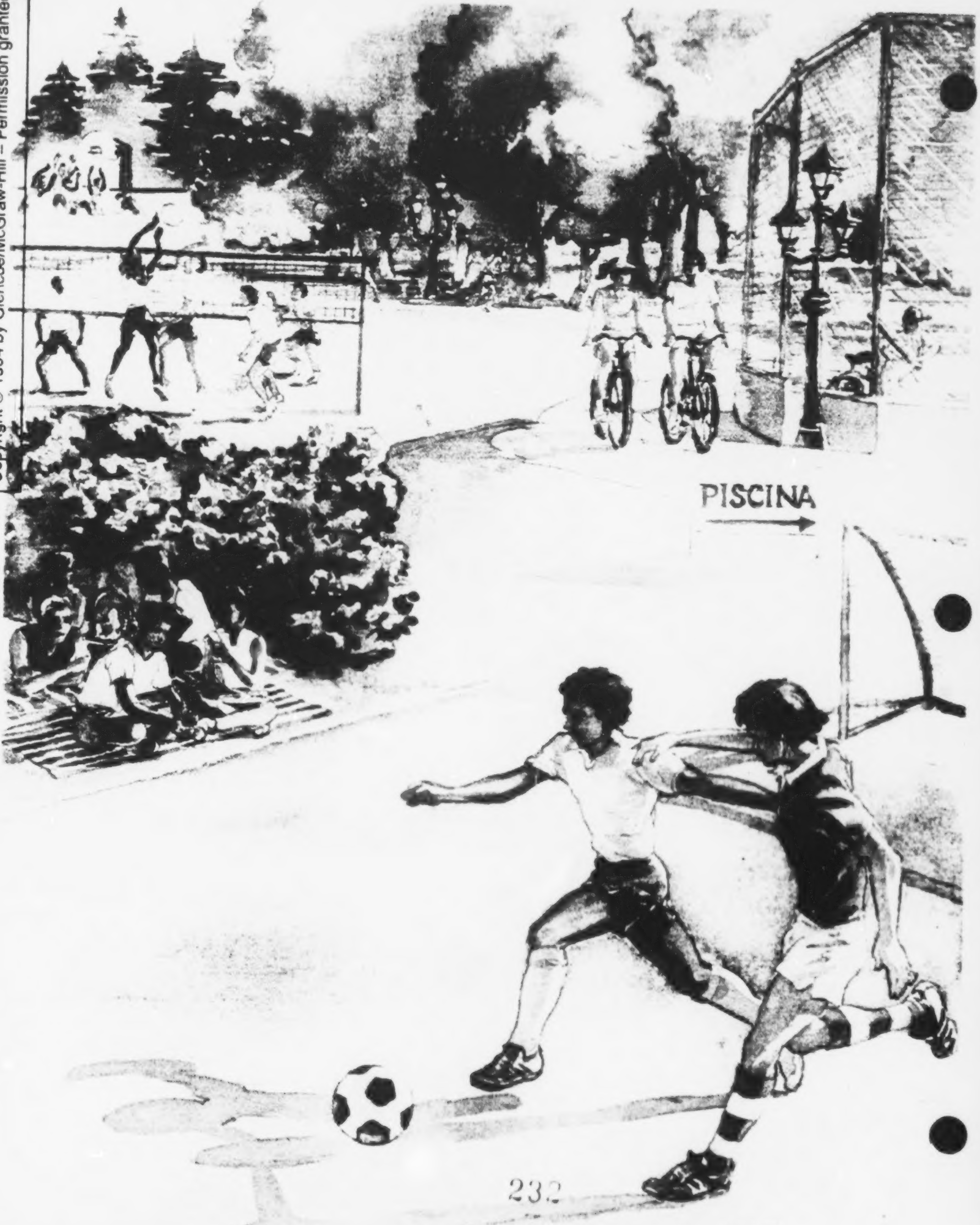

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Appendix B

The following passages and questions can be used to check Reading #1 or Listening #2.

Read the following passage and then answer the questions based on it. One or two-word answers are acceptable. Questions in English should be answered in English.

Bonjour! Je m'appelle Véronique et j'ai quinze ans. J'habite à Tours et je vais au lycée Victor Hugo.

Je suis blonde et j'ai les yeux bleus. Je ne suis pas très grande mais je suis assez athlétique. J'aime tous les sports. Mes sports préférés sont le ski en hiver et le tennis et la **planche à voile** en été. Je joue assez bien au tennis et je ne suis pas **mauvaise** en planche à voile.

Je vais à l'école tous les jours **sauf** le dimanche. Le mercredi et le samedi, j'ai des cours **seulement** le matin. J'adore la classe de maths. Mom prof est très sympa. J'aime aussi beaucoup mes classes d'anglais et d'espagnol.

Le mercredi après-midi, je vais à ma leçon de piano.

J'ai une bicylette et le week-end, je fais **souvent** des **promenades** à la **campagne** avec mes amis. J'ai beaucoup d'amis et j'aime **sortir** avec eux. **Quelquefois**, nous allons au café et je commande toujours un citron pressé.

J'habite dans une maison avec mes parents, ma sœur, Valérie, et mon frère, Vincent.

planche à voile: windsurf
mauvais(e): bad
sauf: except
seulement: only
souvent: often
promenade: ride
campagne: country
sortir: to go out
quelquefois: sometimes

1. Comment est Véronique?

2. Qu'est-ce qu'elle fait le week-end?

3. Combien de frères et de sœurs a-t-elle?

4. Quand est sa leçon de piano?

5. Où va-t-elle à l'école?

6. Where does she live?

7. How old is she?

8. Why does she like her math class?

9. What does she order to drink?

10. Whom does she meet on the weekend?

Read the following passage and ten answer the questions based on it. One or two-word answers are acceptable. Questions in English should be answered in English.

¡Hola! me llamo Verónica y tengo quince años. Vivo en Salamanca y voy al Colegio Ponce de León.
Soy rubia y tengo ojos azules. No soy muy alta pero soy muy athética. Me gustan todos los deportes. Mis deportes favoritos son el esquí en el invierno y el tenis y el volibol en el verano. Juego bastante bien al tenis y no soy una jugadora de volibol muy mala.
Voy a la escuela todos los días excepto el sábado y el domingo. Tengo muchas clases académicas. Me gusta mucho la clase de matemáticas. Mi profesor es simpático. Me gustan **también** las clases de inglés y música.
El miércoles, después de las clases, tengo mi lección de piano.
Tengo una bicicleta y los fines de semana, voy **a menudo** al **campo** con mis amigos. Tengo muchos amigos y me gusta **salir** con ellos. A veces vamos al café y siempre pido una limonada.
Vivo en una casa con mis padres, mi hermana, Sofía, y mi hermano, Felipe.

también: also
a menudo: often
el campo: country
salir: to go out

1. ¿Cómo es Verónica?

2. ¿Qué hace durante el fín de semana?

3. ¿Cuántos hermanos tiene?

4. ¿Cuándo es su lección de piano?

5. ¿A qué escuela va?

6. Where does she live?

7. How old is she?

8. Why does she like her math class?

9. What does she order to drink?

10. Whom does she meet on the weekend?

Appendix C

The following scoring rubrics may be used to assess student performances.

Holistic Scoring Guide for Rating Speaking and Writing Products

4. **Highly Competent Performance**
The product submitted is well-planned and well-executed and communicates information successfully. There is sufficient detail and development as to be of practical use in the real-life communicative situation to which the task relates. There may be a few errors in pronunciation, grammar, vocabulary, and/or orthography.

3. **Competent Performance**
The product submitted demonstrates a satisfactory degree of planning and is satisfactorily executed. The information communicated in the product would be useful in the real-life situation to which the task relates, but additional relevant detail, explanation, or development are lacking. There may be some errors in pronunciation, grammar, vocabulary, and/or orthography.

2. **Inadequate Performance**
The product submitted may not demonstrate adequate planning or may not be satisfactorily executed. The usefulness of the information communicated in the product is very limited in that necessary information has been omitted or unsuccessfully communicated. There may be several errors in pronunciation, grammar, vocabulary, and/or orthography.

1. **Seriously Inadequate Performance**
The product submitted demonstrates inadequate planning and is poorly executed. Little or no useful information is communicated in the product. There may be numerous errors in pronunciation, grammar, vocabulary, and/or orthography.

0 **No response**

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Analytic Scoring Guide for Rating French/Spanish Writing Products

Vocabulary	**Grammar**	**Mechanics**	**Message Content**
4 Vocabulary is generally accurate and appropriate to the task; minor errors may occur.	4 Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4 Good control of the mechanics; may contain occasional errors in spelling, diacritics, or punctuation, but these do not affect comprehensibility.	4 Relevant informative response to the task. Adequate level of detail and creativity.
3 Vocabulary usually accurate; occasional inaccuracies may occur.	3 Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.	3 Some control of the mechanics; contains errors in spelling, diacritics, or punctuation that sometimes affect comprehensibility.	3 Response to the task is generally informative; may lack some detail and/or creativity.
2 Vocabulary is not extensive enough for the task; inaccuracies may be frequent. may use English words.	2 Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.	2 Weak control of the mechanics; contains numerous errors in spelling, diacritics, or punctuation that seriously affect comprehensibility.	2 Response incomplete; lacks some important information.
1 Vocabulary inadequate for most basic aspects of the task.	1 Almost all grammatical patterns are inaccurate, except for a few memorized patterns.	1 Almost no control of the mechanics.	1 Response not informative; provides little or no information.
0 No response.	0 No response.	0 No response.	0 No response.

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Haywood County Foreign Language Level I Assessment
(p. 19 of 20)

Analytic Scoring Guide for Rating Speaking Products

Vocabulary	Grammar	Pronunciation	Message Content
4 Vocabulary is generally accurate and appropriate to the task; minor errors, hesitations, and circumlocutions may occur.	4 Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4 Completely or almost completely comprehensible; pronunciation errors, rhythm and/or intonation problems do not create misunderstandings.	4 Relevant, informative response to the task. Adequate level of creativity.
3 Vocabulary is usually accurate. errors, hesitations, and circumlocutions may be frequent.	3 Some grammatical inaccuracies may affect comprehensibility; .some control of major patterns.	3 Generally comprehensible, but pronunciation errors, rhythm and/or intonation problems may create misunderstandings.	3 Response to the task is generally informative; may lack some detail and/or creativity.
2 Vocabulary is not extensive enough for the task; inaccuracies may be frequent; may use English words.	2 Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.	2 Difficult to comprehend because of numerous pronunciation errors, rhythm, and intonation problems.	2 Response incomplete; lacks some important information.
1 Vocabulary inadequate for most basic aspects of the task.	1 Almost all grammatical patterns inaccurate, except for a few memorized patterns.	1 Practically incomprehensible.	1 Response not informative; provides little or no information.
0 No response.	0 No response.	0 No response.	0 No response.

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Haywood County Foreign Language Level I Assessment
(p. 20 of 20)

Note to Level I Teachers

Reading #2: Teachers should choose examples of realia that they feel their students can be comfortable with. Choices will vary from class to class according to the vocabulary students have been exposed to.

Listening #1: The questions can be asked by the teacher, a fellow student or a native speaker.

Listening #3 and 4: These assessments should be based on vocabulary and structure that students are very familiar with. Therefore, the content will vary from class to class.

Culture: The various components can be assessed in written form or orally.

Figure 131 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: Home Life

Receiving High School________________
Student Name______________________
School____________________________
Second Language Teacher______________
Second Language __________________
Student's First Language______________
Date __________________________

Instructions: Place a "+" if the student conveys meaning using reasonably correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary.

Place a "-" if the student is unable to convey meaning.

Speaking:

______The student can tell where he lives.
______The student can describe his family.
______The student can tell how many members are in his family.
______The student can describe his family members and tell their ages.
______The student can tell his address and telephone number.
______The student can describe the rooms in his home/apartment.
______The student can describe his room.

Listening:

______The student can listen to a passage about a family and identify its members and pets.
______The student can listen to and understand the address and telephone number of a classmate.
______The student can listen to a passage about a birthday party and identify who, what, when, and where.

Reading:

______The student can read a passage about a family and home, and can answer questions about it.
______After reading about someone, the student can tell who, what, where and activities.

Writing:

______The student can write a short description of his family and home.

Culture:

______The student can understand the differences in homes and homelife in other countries.
______The student can understand the extended family group.
______The student can understand the process of naming children in the target culture.

Figure 132 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: School Life

Receiving High School________________
Student Name______________________
School____________________________
Second Language Teacher______________
Second Language _____________________
Student's First Language______________
Date ____________________________

Instructions: Place a "+" if the student conveys meaning using reasonably correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary.

Place a "-" if the student is unable to convey meaning.

Speaking:

______The student can talk about his school.
______The student can talk about the subjects he takes in school.
______The student can tell the principal about his school.
______The student can describe the teachers and counselors in his school.
______The student can tell about his daily schedule.
______The student can describe his classes and the supplies he uses.
______The student can tell when school begins and ends.

Listening:

______The student can listen to a description of a class and identify the class.
______The student can listen to a daily schedule and understand where and when.
______The student can listen to a follow directions given.

Reading:

______The student can read a passage about school and classes and answer questions about it.
______After reading about school, the student can tell where, what, when, and how students arrive at school.

Writing:

______The student can write a schedule of his classes.
______The student can write a description of his school.

Culture:

______The student can understand the differences between school systems here and those of the target culture.
______The student can understand when, where, and how students attend school in the target culture.

Figure 133 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment
Theme: Community Life

Receiving High School________________
Student Name_____________________
School___________________________
Second Language Teacher_____________
Second Language __________________
Student's First Language______________
Date ____________________________

Instructions: Place a "+" if the student conveys meaning using reasonably correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary.

Place a "-" if the student is unable to convey meaning.

Speaking:

______The student can give directions to his house.
______The student can ask for directions.
______The student can tell the locations of items - above, below, beside, in front of, next to, to the left, to the right, behind, over, and under.
______The student can ask where the bathroom/cafeteria is.
______The student can ask people where they are and tell them where he is.
______The student can talk on the telephone.
______The student can ask or tell where someone is going.
______The student can describe his mode of transportation.
______The student can give directions to different places in his community (school, bank, church, supermarket, etc.)
The student can describe selected activities that take place in his community.

Listening:

______The student can follow directions given to her.
______The student can listen to a discussion and tell the location of the items discussed
______The student can listen to where an item is and find it.

Reading:

______The student can read a passage and answer questions about the location of items mentioned.
______The student can read directions to a place an find it.

Writing:

______The student can write directions to his school or home.
______The student can write about the location of items/places.

Culture:

______The student can understand an ad about a place in the target culture.
______The student can understand a metro map.

Figure 134 - Winston-Salem/Forsyth Sample Eighth Grade Exit Assessment. Theme: The World

Receiving High School________________
Student Name________________________
School_____________________________
Second Language Teacher______________
Second Language ____________________
Student's First Language______________
Date _______________________________

Instructions: Place a "+" if the student conveys meaning using reasonably correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary.

Place a "-" if the student is unable to convey meaning.

Speaking:

______The student can identify the continent of Europe.
______The student can identify the countries that speak the target language.
______The student can talk about the capital and other cities in countries where the target language is spoken.
______The student can identify surrounding countries.
______The student can tell about the weather in these countries.
______The student can tell time in the target countries.
______The student can convert temperature from Fahrenheit to Celsius.
______The student can describe the major products and industries.

Listening:

______The student listens to a description of a country and identify the country.
______The student can listen to a discussion about the weather and convert the temperature in various cities.
______The student can listen to a passage and tell what, when, and where.

Reading:

______The student can read a passage about a city or country and answer questions about it.

Writing:

______The student can write a description of a target country.
______The student can write about a famous landmark.

Culture:

______The student can identify local customs and holidays.
______The student can understand the different systems for describing weather and temperature.
______The student can understand the different time zones.

Figure 135 - Checklist for Eighth Graders from an Exploratory Program Going to High School

ONSLOW COUNTY Nine Weeks Exploratory Foreign Language Program Checklist	Teacher	Student
1. Use greetings according to the time of the day.		
2. Use different ways of saying good-bye.		
3. Introduce themselves and use formal greetings.		
4. Introduce two friends or classmates.		
5. Introduce an adult to a younger person.		
6. Recognize cultural greeting gestures.		
7. Give or follow commands.		
8. Tell where they live (country, state, town)		
9. Use adjectives and the verb "TO BE" in the target language to describe themselves (male and female).		
10. Use adjectives and the verb 'TO BE" in the target language to describe someone else.		
11. Use adjectives and the verb 'TO BE" to describe objects.		
12. Use the verb "TO BE' with adjectives of nationality.		
13. Recognize and use numbers 0-9,999.		
14. Use the verb 'TO EAT" (in the present) with vegetables and fruits and at least three kinds of meals.		
15. Name at least five fruits		
16. Name at least five vegetables		
17. Recognize and name five tropical fruits		
18. Use the verb 'TO DRINK' in the present, with beverages.		
19. Name at least three items for the main meals (breakfast, lunch, dinner).		
20. Recognize the currency and capitals of the Spanish/French countries.		
21. Explain the Spanish/French influence in the USA.		
22. Recognize popular Latin American or French music.		
23. Read assigned material covered in class, in the target language.		
24. Write short paragraphs using the vocabulary learned, in the target language.		

Developed by Carmen Blakewood, Jacksonville Commons Middle School, Onslow County

Figure 136 - Winston-Salem/Forsyth Sample 5th Grade Exit Assessment (page 1 of 2)

Receiving Middle School____________________
Student Name__________________________
School______________________________
Classroom Teacher______________________
Second Language Teacher_________________
Second Language________________________
Student's First Language_________________
Date _______________________________

FLES Instructional Time: _________**minutes**________**times per week**
Other:

Instructions: Place a "+" if the student conveys meaning using reasonable correct structure and vocabulary.

Place a "✓" if the student conveys meaning using limited structure and vocabulary

Place a "-" if the student is unable to convey meaning.

Speaking:

______________S 1.3 The student can introduce himself.
______________S 1.3 The student can tell how he is.
______________S 1.3 The student can tell his age and birthday.
______________S 1.3 The student can tell where he lives.
______________S 1.5 The student can tell his favorite subject in school.
______________S 1.3 The student can tell what he is wearing.
______________S 1.5 The student can tell what he does or does not like to eat.
______________S 1.6 The student can tell something he likes to do.
______________S 1.3 The student can tell the day, the date, the season, and the weather.
______________S 1.3 The student can tell the time displayed on a clock visual.
______________S 1.9 The student can ask 3 questions.

Listening:

______________L 1.1 The student can give the teacher school items asked for.
______________L 1.2 The student can follow commands (e.g., stand, sit down go to the door, come here, jump, turn).

Figure 137 - Winston-Salem/Forsyth Sample 5th Grade Exit Assessment (page 2 of 2)

________________ L 1.3 Given 4 pictures, the student can demonstrate understanding of "on", "under", "behind", and "in front of" by selecting the corresponding picture.

________________ L 1.1 Given a picture of a family, the student can point to the people and pets cued by the teacher.

________________ L 1.7 Given a picture of the interior of a house, the student can point to where he sleeps, eats, plays, watches television, washes up, as cued by the teacher.

________________ L 1.4 Given a picture of a community scene, the student can demonstrate understanding of simple questions about the people

Culture:

________________ C 5.6 Given a map of the world, the student can locate at least 3 countries where the target language is spoken.

Reading:

________________ R 1.3 Given a short reading selection, the student can answer oral questions based on the selection.

________________ R 1.4 Given a short reading selection and written questions based on the selection, the student can read and answer orally.

Writing:

________________ W 1.4 The student can generate in writing 2 or more sentences about his classroom or school.

Figure 138 - Elementary Spanish Student Progress Checklist

Student's Name: ____________________**Spanish Teacher:**____________________

Nine-week grading period ① 2 3 4

In Spanish class, your child can:

	1	2	3
1. Sings songs related to greetings			
2. Identify/name feelings in pictures			
3. Say hello and good-bye			
4. Ask how someone feels			
5. Answer how I am/feel when asked			
6. Tell my name when asked			
7. Ask others their name			
8. Sing songs with action words			
9. View a color and name it			
10. View a color, hear its name, and select it			
11. Sing songs related to colors			
12. Hear a classroom object named and select it			
13 .Name classroom objects			
14 .Give the quantity of objects shown to 10			
15. Sings songs about classroom objects			

Student Indicators:
1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:
- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:
Greetings Feelings Colors Classroom Objects

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Figure 139 - Elementary Spanish Student Progress Checklist

Student's Name: ________________ **Spanish Teacher:** ________________

Nine-week grading period 1 [✓ 2] 3 4

In Spanish class, your child can:

	1	2	3
1. Identify pictures of family members			
2. Name family members			
3. Sing songs with actions related to family			
4. Select number heard			
5. View a number and name it			
6. Tell the number for the date			
7. Give quantity of objects shown			
8. Sing number songs with action words			
9. Identify weather terms in pictures			
10. Name weather conditions			
11. Tell current weather conditions			
12. Name current month and day			
13. Sing songs about months and days			
14. Express preference of favorite day/month			
15. Hear a date and select it			

Student Indicators:
1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:
- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:
Family Numbers Weather Months Days

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Figure 140 - Elementary Spanish Student Progress Checklist

Student's Name: ____________________**Spanish Teacher:**____________________

Nine-week grading period 1 2 ③ 4

In Spanish class, your child can:

	1	2	3
1. Identify pictures of animals			
2. Name farm animals			
3. Sing songs with actions about animals			
4. Select an animal when told characteristic			
5. Identify clothing			
6. Identify clothing in relation to weather			
7. Identify a person described by their clothes			
8. Name clothes items			
9. Sing songs related to clothing			
10. Select clothing when told where is worn			
11. Identify body parts			
12. Name body parts			
13. Sing songs with actions about body parts			
14. Draw body parts as told			
15. Name body parts where clothes are worn			

Student Indicators:
1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:
- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

Units Taught:
Animals Clothes Body Parts

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Figure 141 - Elementary Spanish Student Progress Checklist

Student's Name: ____________________ **Spanish Teacher:** ____________________

Nine-week grading period 1 2 3 ④

In Spanish class, your child can:

	1	2	3
1. Identify pictures of fruits			
2. Name fruits			
3. Sing songs with actions related to fruits			
4. Select fruit when name is heard			
5. View a fruit and name it			
6. Identify fruits when given color and shape			
7. Express likes and dislikes of fruits			
8. Identify pictures of vegetables			
9. Name vegetables			
10. Sing songs related to vegetables			
11. Select a vegetable when name is heard			
12. View a vegetable and name it			
13. Identify vegetable when given color and shape			
14. Express preference of favorite vegetable			
15. Tell the fruit or vegetable at hearing name			

Student Indicators:
1 = Some of the time 2 = Most of the time 3 = All of the time

Expected Proficiency of Student:
- Uses isolated word and learned phrases.
- Uses vocabulary sufficient for handling classroom situations and basic needs.
- Makes statements using learned materials.
- Asks simple questions.
- Expresses basic courtesies.
- Understand short learned statements, questions, commands and courtesies.

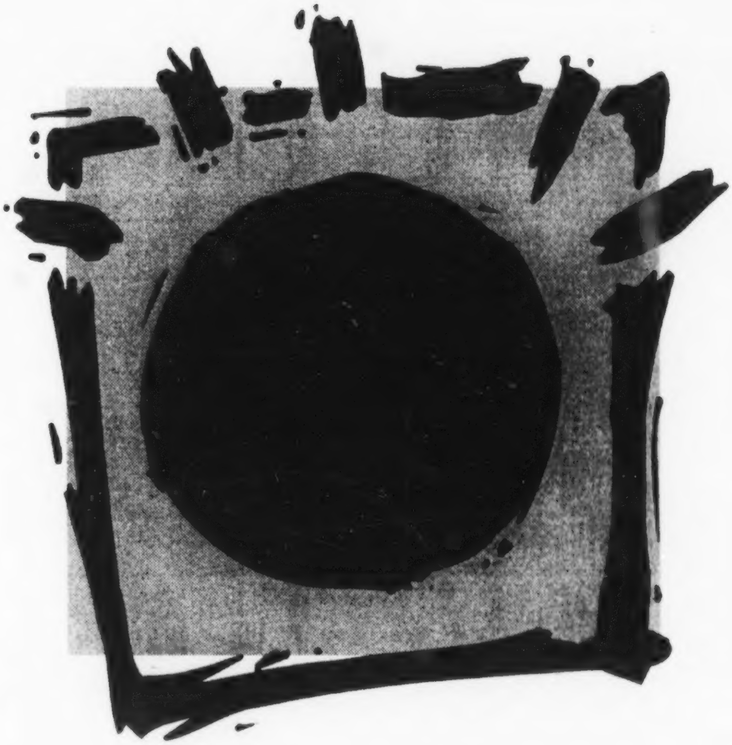
Units Taught:
Fruits Vegetables Review of previously taught material

Objectives taught meet required Second Language goals of the NC Second Language Standard Course of Study.

Developed by Julie Bordo, Forest Hills Elementary, New Hanover County Schools

Assessment, Articulation, and Accountability

1999



Part Four: What Have We Learned?

Chapter 9 - What Have We Learned?

The evaluation of the project reveals that teachers have benefited greatly from the project. Teachers reported that they were looking at assessment differently and that they had become much more aware of what they wanted to assess and how they wanted to assess it. They felt that the added tools helped them become more effective in the classroom.

Teachers and Assessment

- Participating teachers were very open to new ways of assessing. They recognized the need to develop assessment tools to reflect classroom focus and activities. They were very receptive to the inclusion of students' self-assessments as being a valuable part of assessment.

- The level of familiarity with alternative assessment was very low and teachers needed ample opportunities to implement alternative assessments in their own classroom. For this reason, the focus of the project was changed to include classroom assessment the first year and to focus on assessment for articulation purposes the second year.

- With the introduction of new alternative assessments, there was a tendency for teachers to limit themselves to the use of checklists and rubrics exclusively. Few teams included portfolios as part of their assessments; however, several teachers reported that they wanted to become more comfortable with rubrics, checklists, learning logs, and authentic assessments prior to moving into student portfolio. As they gained familiarity and confidence with these items, they felt more willing to incorporate them in a student portfolio later on.

Articulation

A member of one team reported "the classroom assessment component was much easier to control and share. The articulation component was much more difficult to achieve because it includes some factors beyond our control."

- The team configuration changed drastically, with some members moving out of a school system and not being replaced on the team. This made the task of articulation much more difficult if not unfeasable in some cases.

- Teachers were able to develop useful assessments when there was strong leadership (either through the coordinator or through an individual teacher) within a team. Project coordinators exercised varying degrees leadership role in assuring that team members had an opportunity to meet and to work together to discuss transition from one level to another.

- The degree of teacher involvement in the project varied. This may have been partly due to the fact that not all schools were in feeder patterns and therefore some teachers may not have felt affected directly by what was being developed.

Administrative Support
When engaging in a K-12 project, strong administrative support at the local level is crucial to maintain the program and to provide teachers opportunities to meet regularly. Even when the foreign language coordinator does not have a foreign language background, there are many steps he/she can take to support teachers in their endeavor to better their program. When facing the issue of articulation, teachers from different levels and different schools need to come together to discuss concerns and possible solutions. A coordinator can do any of the following:

- He/she can support initiatives designed to improvr
- He/she can facilitate the scheduling of meetings.
- He/she can impress on his/her teachers the need to attend and participate in the meetings.
- He/she can contact principals and/or teachers as needed.
- He/she can plan release time and arrange for substitutes for the teachers.
- He/she can prepare renewal credit to award to those who attend the various local meetings.

Glossary

alternative assessment - any type of assessment in which students create a response to a question. Alternative assessments can include short answer questions, essays, performance-based assessments, presentations, products, projects, demonstrations, and portfolios (SERVE, p. 18).

analytic scoring - a performance is judged several times along several different important dimensions or traits of the performance. Use of a scoring rubric for each trait is common (SERVE, p. 18).

anecdotal record - informal observations of students' behavior, skills, and/or performance.

assessment - the act of collecting information about individuals or groups of individuals in order to understand them better (SERVE, p. 18).

authentic assessment - alternative assessment which integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques including "real world" situations (Mc REL Institute).

checklist - a strategy to monitor specific skills, behaviors, or dispositions of individual students or all students in the class. It lists only what the student can accomplish but does not address the quality of performance.

criteria - a description of the characteristics that define the basis on which the response to the task will be judged. Performance criteria can be holistic, analytical, general, or specific (SERVE, p. 20).

evaluation - a judgement regarding the quality or worth of the assesment results. Evaluations are usually based on multiple sources of assessment information (SERVE, p. 19).

formative assessment - daily or frequent observations and studies of students' performance. They are usually brief and not very formal and do not require the use of a grade.

holistic scoring - a single, overall score assigned to a performance (SERVE, p. 19)

horizontal articulation - coordination of a program with others at the same grade level. In foreign languages, it implies integration concepts, skills, and information specific to a grade level.

peer assessment - assessment involving students in the evaluation of each other's work according to a set of criteria.

performance assessment- assessment which requires students to construct or create a product or performance. Includes performance criteria for rating those performances/products.

portfolio - purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress, or achievement.

primary trait scoring- a scoring procedure by which products or performances are evaluated by limiting attention to a single criterion or a few selected criteria (SERVE, p. 20).

prochievement assessment – refers to assessments which evaluate proficiency and achievement.

rubric - an established and written-down set of criteria for scoring and rating students' performance on tests, portfolios, writing samples, or other performance tasks (SERVE, p. 20).

self-assessment - method of assessment involving students' reflection and examination of their own work. Self assessment can be carried out with checklists, rubrics, learning logs, journals, and conversations.

summative assessment - periodic analyses of student performance designed to measure student progress in specific areas. They are usually formal and provide summative information to help evaluate mastery of material that has been taught through the curriculum (Guide to Classroom Assessment, p. 4).

vertical articulation - the invisible "seam" connecting foreign language program from one level to another. It refers to the continuity of a program throughout the length of the program.

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